**CPSE 629 - Introduction to Research**

****

**Winter 2014**

**Section 001: 168 MCKB on W from 9:00 am - 11:30 am**

**Instructor Information**

**Name**: Paul Caldarella **Office Location**: 149D MCKB **Office Phone**: 801-422-5081 **Office Hours**: Wed 8:00am-9:00am  
Or By Appointment **Email**: paul\_caldarella@byu.edu

**TA Information**

**Name**: Luke Marvin **Office Location**: 360 MCKB **Office Phone**: 801-368-2909 **Office Hours**: Thu 9:00am-10:00am  
Or By Appointment **Email**: lukedrewmarv@hotmail.com

**Course Information**

**Description**

Introduction to the design options available for conducting basic and applied educational research and how to read and write research reports. Quantitative, qualitative, and mixed methods along with ideas for protecting human subjects are discussed.

**Materials**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Image** | **Item** | **Vendor** | **Price (new)** | **Price (used)** |
| 51yKVuOwCpL._SL75_.jpg | Understanding and Interpreting Educational Research Required by PhD, Ronald C. Martella The Guilford Press; Edition 1 (1366264800) ISBN: 9781462509621 | BYU Bookstore | [80.00](https://booklist.byu.edu/item/9781462509621) | [60.00](https://booklist.byu.edu/item/9781462509621) |
| 41HoczBHr2L._SL75_.jpg | Publication Manual of the American Psychological Association, 6th Edition by American Psychological Association American Psychological Association (APA); Edition 6th (2009-07-15) ISBN: 1433805618 | Amazon | [$21.92](http://www.amazon.com/Publication-American-Psychological-Association-Edition/dp/1433805618%3FSubscriptionId%3D1QNQ2BSR2SMXYAX352G2%26tag%3Dsyllabuild-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D1433805618) | [$15.91](http://www.amazon.com/Publication-American-Psychological-Association-Edition/dp/1433805618%3FSubscriptionId%3D1QNQ2BSR2SMXYAX352G2%26tag%3Dsyllabuild-20%26linkCode%3Dxm2%26camp%3D2025%26creative%3D165953%26creativeASIN%3D1433805618) |

**Learning Objectives**

This course is designed to help you:

(1) Better develop your ability to read, understand, and evaluate research that is relevant to your professional work.

(2) Gain knowledge, skills, and abilities needed both to: (a) design and conduct research and program evaluations of your own and (b) pass national licensing examinations.

(3) Prepare your project, thesis, or dissertation proposal.

**Grading Scale**

|  |  |
| --- | --- |
| Grades | Percent |
| A | 93% |
| A- | 90% |
| B+ | 87% |
| B | 83% |
| B- | 80% |
| C+ | 77% |
| C | 73% |
| C- | 70% |
| D+ | 67% |
| D | 63% |
| D- | 60% |
| E | 0% |

**Grading Policy**

Students receive the grade earned and are not graded on a curve. Late work, if accepted, is penalized 10% per day late - please contact the professor in advance in case of personal circumstances.

**Participation Policy**

Students are expected to participate in class, complete out of class readings and assignments, and generally contribute to class learning and discussion.

**Attendance Policy**

Students are expected to attend class each and be on time. Some assignments (e.g., learning activities, research groups) require students' class attendance and can not be made up.

**Classroom Procedures**

We will begin each class period with a spiritual message and prayer, followed by a learning activity. We will then engage in a discussion of the weekly reading and student research/evaluation projects. We may occasionally have guest speakers. Class will conclude with time to meet in research groups.

**Study Habits**

You will be most successful in this course if you keep up on chapter readings and course assignments. Participating in study groups with your peers will likely facilitate your performance on the mid-term and final exams. Getting frequent feedback on your research proposal from peers should also facilitate your course performance. Let the professor and teaching assistant know if you need any extra assistance.

**Teaching Philosophy**

Over the course of my career teaching at both the graduate and undergraduate levels, I have realized that I need to design my instruction to ensure that students take an active role in their learning. In general, I do not believe that lecturing always fosters student learning. Researchers across academic disciplines have also questioned the merits of the lecture as the sole method of imparting knowledge in university classrooms. Students who idle passively in lecture halls have described their experience as the tediousness that the student body goes through between weekends. Critics of the lecture format strongly support the notion that educators encourage students to actively involve themselves in their own learning. Learning actively pertains to the students’ interaction with the course content in multiple ways. Students who interact with class material cognitively and behaviorally retain information, transfer knowledge to novel situations, and develop higher-order thinking skills better than students who only attend lecture classes.  Moreover, practical benefits can arise from active learning strategies including a decrement in student attrition, and increased student commitment and intent to return to their institution if they drop out. Given my past teaching experiences, as well as findings from the literature, I try to encourage students to actively involve themselves in their own learning. My goal in teaching is to help students to engage in learning on multiple levels - There are several ways I try to accomplish this; incorporating self-directed learning, using primary works, using technology in the classroom, focusing on evidence-based practices, and assigning applied homework.

**Assignment Descriptions**

Learning Activities: It is essential that you come to class having completed the assigned readings in order to be able to participate effectively in class discussions and activities. During the first 10 minutes of class, a learning activity will occur related to the assigned readings. Students who arrive late and miss these activities will not be allowed to make them up.

Research Group: I will assign you to a research group. You are required to participate in the group to discuss research proposal ideas, set weekly goals, review relevant studies you have found, provide feedback to others, and report on your individual progress. You will meet with your group each week during the last part of class. The professor will also circulate in these groups to observe, participate, and offer suggestions.

Digital Dialog: Please post a question, comment, or insight in Digital Dialog regarding the weekly chapter readings. Feel free to use the discussion questions at the end of each chapter as a resource. The idea is for you to engage in a rich dialogue regarding the material read each week. Your postings will also help those who are co-teaching as they prepare to teach that week. Digital Dialog opens at 12 noon on the Wed we have class and closes the following Monday at 11:59pm.

Journal Critiques: You are required to complete three journal article critiques during the course of the semester. The purpose of these critiques is to help you learn how to find and evaluate empirical studies for your research or project proposal. You can choose these research articles, selecting empirical studies which relate to your proposal topic. Upload a copy of the journal article and your critique of it to Learning Suite. I have included templates in Learning Suite which you can use to complete these critiques.

Mid-term Exam: The mid-term exam will cover the chapter readings and material covered in class discussions since the beginning of the semester. The exam will be a combination of multiple choice, short answer, and matching questions. You will initially take the exam on your own (closed book). After all students have completed the exam, you will have the opportunity to get into your study groups, discuss your answers, and change or edit any of your initial exam responses, using a different colored pen. Your final grade on the exam will be a weighted average of your initial (75%) and your corrected/edited (25%) exam responses. The mid-term will be held in our classroom on Wednesday, February 26th, at 9:00am.

Observation: To help prepare for your prospectus meeting and/or learn more, you are required to attend a thesis/dissertation proposal or defense meeting once during the semester. At the class period following your attendance at the meeting, you will be required to share your observations and reactions with the rest of the class and submit a one page written summary of this experience.

Students who have already observed a thesis/dissertation prospectus or defense meeting may repeat this experience or substitute this assignment by attending one of the presentations made by BYU McKay School of Education guest researchers which occur regularly during the semester. These guest researcher presentation opportunities are posted on the main doors of the college each week and I will try to announce such opportunites in class.

Research Proposal: You are required to develop a proposal on a research problem of your choice, using the form attached in Learning Suite as a guide (students are permitted to use an alternate research proposal format, with prior approval from the professor). You will develop a stronger understanding of educational research by creating a proposal while studying the chapters in our text. The form is helpful because it provides key elements for a research proposal. However, the purpose in creating the form was not to require you to create a full-blown project, thesis, or dissertation proposal – that is something you will do working with your chair and committee. Rather, the intent is to help you produce a sketch of such a proposal, containing key elements, but with the advantage that it can be revised quickly as you get new ideas or respond to feedback from others. Furthermore, because a sketch does not require as much effort, you will find it easier to abandon if you develop a new research problem that you find more compelling and doable. A proposal sketch might be only five or six pages and may be written in outline form with brief statements describing each design element. Submit a first draft of your research proposal for peer review at the start of class on March 26th and a final draft two weeks later at the start of class on April 9th. I have also included a completed proposal in Learning Suite which you can use as a guide.

Co-Teaching: You are required to co-teach one chapter from the textbook. I have found that students learn more and are able to be more creative when they co-teach, rather than when they sit idle and listen to a professor lecture. Co-teaching is when two or more people share responsibility for teaching. The co-teaching of the chapter will last approximately 50 minutes.

You and a classmate will co-teach, or you and I (or the T/A) will co-teach. If I am your partner, you are required to participate in a 30 minute planning meeting with me the week prior to your co-teaching date, so we can coordinate what you plan to do and how I can best assist you. The day you co-teach be prepared to offer an opening prayer/meditation and share a brief spiritual message/story. During the co-teaching experience focus on the major concepts in the chapter (you do not need to cover everything).

Choose your preferred method(s) which may include handouts, PowerPoint slides, etc. Feel free to use supplemental material (such as relevant websites, journal articles, and videos) in your co-teaching. Our text book has a number of Discussion Questions and Illustrative studies in each chapter which you are encouraged to integrate into your co-teaching.

Use an *interactive* format rather than a typical lecture presentation format. Below are co-teaching guidelines I will use to assign a grade:

* *Actively engage class members* via questions, explanations, or demonstrations.
* Find ways to *have class members practice* the principles, skills, or knowledge covered in the chapter.
* *Facilitate a discussion* of how the information in the chapter relates to the progress of your and/or others projects/theses/dissertations.
* *Share insights* you gained from your study of the chapter.
* Address some *challenges or difficulties* encountered in the chapter, asking for class assistance in understanding or application.

Proposal Brainstorm Session: Each week 1 or 2 students will be given the opportunity to present their research or evaluation proposal ideas in a class brainstorming session to last 10-15 minutes. The purpose of this session is to help give you ideas on areas of your project where you may be stuck or struggling, as well as to help us all learn more about your particular project.

Final Exam: The final exam will cover the chapter readings and material covered in class discussions since the mid term.  The exam will be a combination of multiple choice, short answer, and matching questions. You will initially take the exam on your own (closed book). After all students have completed the exam, you will have the opportunity to get into your study groups, discuss your answers, and change or edit any of your initial exam responses, using a different colored pen. Your final grade on the exam will be a weighted average of your initial (75%) and your corrected/edited (25%) exam responses. The final will be held in our classroom on Monday, April 21st, at 11:00am.

Extra credit: I will make you aware of any extra opportunities which become available during the semester.

**Course Schedule (subject to change)**

|  |  |  |
| --- | --- | --- |
| **Date** | **In Class Activities** | **Readings and Assessments** |
| **W** - Jan 08 | Class 1: Introductions, Review Syllabus, Assignment to Research Groups **Learning Activity 1 Research Group 1** | Chapter 1: Thinking Critically About Research - Dr. Caldarella |
| **M** - Jan 13 |  | **Digital Dialog 1** |
| **W** - Jan 15 | Class 2 **Learning Activity 2 Research Group 2** | Chapter 2: Fundamental Issues for Interpreting Research – Eli and Rachel P. |
| **M** - Jan 20 | **Martin Luther King Jr. Holiday** | **Digital Dialog 2** |
| **W** - Jan 22 | Class 3 **Learning Activity 3 Research Group 3** | Chapter 3: Reliability, Validity, and Interobserver Agreement – Amy and Kim **Article Critique 1** |
| **M** - Jan 27 |  | **Digital Dialog 3** |
| **W** - Jan 29 | Class 4 **Learning Activity 4 Research Group 4** | Chapter 5: Experimental Designs – Jabra and Ofa |
| **M** - Feb 03 |  | **Digital Dialog 4** |
| **W** - Feb 05 | Class 5 **Learning Activity 5 Research Group 5** | Chapter 6: Causal-Comparative Designs – Betsy and Rachel T. |
| **M** - Feb 10 |  | **Digital Dialog 5** |
| **W** - Feb 12 | Class 6 **Learning Activity 6 Research Group 6** | Chapter 7: Correlational Research – Adrienne and Miriam **Article Critique 2** |
| **M** - Feb 17 | **Presidents Day Holiday** | **Digital Dialog 6** |
| **T** - Feb 18 | **Monday Instruction** |  |
| **W** - Feb 19 | Class 7 **Learning Activity 7 Research Group 7** | Chapter 8: Survey Research Methods –Kristen and Tara |
| **W** - Feb 26 | Class 8 | **Mid-term Exam** |
| **M** - Mar 03 |  | **Digital Dialog 7** |
| **W** - Mar 05 | Class 9 **Learning Activity 8 Research Group 8** | Chapter 9: Basic Understandings in Qualitative Research – Christy and Laurie  **Article Critique 3** |
| **M** - Mar 10 |  | **Digital Dialog 8** |
| **W** - Mar 12 | Class 10 **Learning Activity 9 Research Group 9** | Chapter 10: Data Collection and Designs in Qualitative Research – Hannah and Mike **Observation** |
| **M** - Mar 17 |  | **Digital Dialog 9** |
| **W** - Mar 19 | Class 11 **Learning Activity 10 Research Group 10** | Chapter 11: Withdrawal and Associated Designs – Krystine and Luke |
| **M** - Mar 24 |  | **Digital Dialog 10** |
| **W** - Mar 26 | Class 12 **Learning Activity 11 Research Group 11** | Chapter 14: Program Evaluation – Cara and Solana **Research Proposal for Peer Review** |
| **M** - Mar 31 |  | **Digital Dialog 11** |
| **W** - Apr 02 | Class 13 **Learning Activity 12 Research Group 12** | Chapter 15: Evaluating the Literature – Luke |
| **M** - Apr 07 |  | **Digital Dialog 12** |
| **W** - Apr 09 | Class 14 **Learning Activity 13 Research Group 13** | Chapter 16: Action Research – Dr. Caldarella **Co-Teaching Final Research Proposal Extra credit Proposal Brainstorm Session** |
| **M** - Apr 21 | Class 15 | **Final Exam** |

**University Policies**

**Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

**Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

**Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

**Deliberation Guidelines**

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2)To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by The Center for Democratic Deliberation. (http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines)

**Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

**Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010