

## CPSE 629 - Introduction to Research

Winter 2022

Section 001: 331 MCKB on Th from 1:00 pm - 3:50 pm

### Instructor Information

**Name:** Paul Caldarella, PhD

**Title:** Professor

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### Course Information

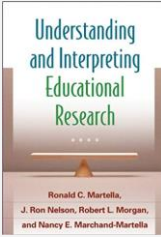
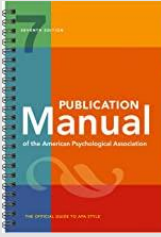
#### Description

This course introduces (a) various design options available for conducting basic and applied research and (b) how to read and write research reports. Quantitative, qualitative, and program evaluation designs will be covered, along with ideas for protecting human subjects.

#### Prerequisites

Graduate student status in the David O. McKay School of Education.

#### Materials

Item	Price (new)	Price (used)
 <p data-bbox="432 1391 1145 1626">Understanding and Interpreting Educational Research <i>Required</i> by Martella, R</p>	87.00	65.25
 <p data-bbox="432 1711 1145 1946">Publication Manual of the American Psychological Association 7e PB <i>Required</i> by APA</p>	31.99	24.00

## Learning Outcomes

**Understand Major Research Approaches:** To help students understand the various major educational research approaches and their conceptual underpinnings.

**Critical Thinking:** To help students think critically about research as a producer and a consumer.

**Research Ethics:** To help students understand the nature of research ethics and institutional review processes.

## Learning Objectives

This course is designed to help you:

- (1) Better develop your ability to read, understand, and evaluate various research studies that are 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 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 is penalized 10% per day late. Some assignments occur in class and require class attendance. Please contact the professor in advance in case of absence due to personal circumstances.

## Participation Policy

Students are expected to participate in class by answering and asking questions, complete out of class readings and assignments, and meaningfully contributing to class learning and discussions. Students' use of laptop computers and other technology during class time are for course-related work only (notetaking, etc.) and are not to be used for personal purposes (email, web surfing, completing assignments for other classes, etc.) as such behavior is distracting, inhibits class discussions, and is disrespectful to presenters - please reserve such personal activity for before or after class.

### **Attendance Policy**

Students are expected to attend each class and be on time. Please notify me in the case of anticipated absences or lateness.

### **Classroom Procedures**

We will begin each class period with a spiritual message and prayer to help invite the Spirit into our meeting. We engage in learning activities, presentations, and discussions of the weekly readings and student research/evaluation projects. The class will include time to meet in groups and participate in applied learning activities. We may occasionally have guest speakers.

### **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 facilitate your performance in the class. Getting frequent feedback on your research proposal from peers, your chair, and others should also facilitate your course performance. Please let me know at any time if you need more personal assistance. I am here to help you.

### **Teaching Philosophy**

Over the course of my career teaching at both the graduate and undergraduate levels, I have realized the importance of designing courses to ensure that students take an active role in the course and learn by doing. In general, I do not believe that professors lecturing always fosters student learning. Researchers across academic disciplines have also questioned the merits of the lecture as the main 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 by doing pertains to students' interaction with 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 decrease in student attrition, as well as 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 encourage students to actively involve themselves in their learning. My goal in teaching is to help students learn by doing on multiple levels. There are several ways I try to accomplish this; incorporating self-directed learning, using primary works, using technology in the classroom, including student co-teaching opportunities, and using applied homework assignments.

## Assignment Descriptions

### Learning Activities (weekly)

It is essential that you come to class having completed the assigned readings to be able to participate effectively in class discussions and activities. Near the start of class, a learning activity will occur related to the assigned readings and in-class discussions from the previous week. These will be interactive exercises or quizzes. If students miss these activities, it is not possible to make them up, as they involve group interaction and discussion.

### Research Group (weekly)

The last 15-20 min of the class will be research group time during which students share progress they have made on their research project during the previous week, along with struggles they may be having, and get feedback from other group members. Students sharing of written work and drafts of their proposals, completed during the previous week, should occur, rather than merely talking about their research projects. I will join research groups periodically, or upon request, to provide my support.

### Step 1 – Topic

Due: Thursday, Jan 13 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please upload this to Learning Suite before class.

Each week there is a step to help complete your research proposal. Because I want this class to meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already beyond this point, you are welcome to email me to propose an alternate assignment that better aligns to where you are with the proposal process.

In your new page of proposal writing this week, please include the following.

Your research proposal topic addressing the questions below.

1. What is the topic of your proposed study?
2. What is the purpose of your study?
3. Why will this study be important?
4. What is your proposed study title?

### Step 2 – Context

Due Thursday, Jan 20 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please upload this to Learning Suite before class.

Each week there is a step to help complete your research proposal. Because I want this class to meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already beyond this point, you are welcome to email me to propose an alternate assignment that better aligns to where you are with the proposal process.

In your new page of proposal writing this week, please include the following.

It is important to place your proposed study in the context of prior research.

1. Describe at least three relevant prior studies in your topic area.
2. How do these prior studies related to your proposed study?

3. How will your study build on these prior studies?

### **Step 3 - Questions/Hypotheses**

Due: Thursday, Jan 27 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please upload this to Learning Suite before class.

Each week there is a step to help complete your research proposal. Because I want this class to meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already beyond this point, you are welcome to email me to propose an alternate assignment that better aligns to where you are with the proposal process.

In your new page of proposal writing this week, please include the following. List the specific research questions and/or hypotheses that will be addressed in your study.

### **Step 4 - Design and threats**

Due: Thursday, Feb 03 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please upload this to Learning Suite before class.

Each week there is a step to help complete your research proposal. Because I want this class to meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already beyond this point, you are welcome to email me to propose an alternate assignment that better aligns to where you are with the proposal process.

In your new page of proposal writing this week, please include the following.

1. What research design will you employ for your study?
2. Why is this the most appropriate design?
3. What are some threats to the reliability of your study? How will you try to control these?
4. What are some threats to the validity of your study? How will you try to control these?

### **Step 5 - Setting and Participants**

Due: Thursday, Feb 10 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please upload this to Learning Suite before class.

Each week there is a step to help complete your research proposal. Because I want this class to meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already beyond this point, you are welcome to email me to propose an alternate assignment that better aligns to where you are with the proposal process.

In your new page of proposal writing this week, please include the following.

1. Where will your study take place? Provide descriptive data about the setting.
2. Who will your participants be? Provide likely descriptive data about your participants.
3. What sampling procedure will you use to obtain your participants?

### **Step 6 - Measures**

Due: Thursday, Feb 17 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please upload this to Learning Suite before class.

Each week there is a step to help complete your research proposal. Because I want this class to meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already beyond this point, you are welcome to email me to propose an alternate assignment that better aligns to where you are with the proposal process.

In your new page of proposal writing this week, please include the following.

1. What measures will you use in your study? Include a copy of your proposed measures.
2. What evidence will you provide for the reliability or stability of your measures?
3. What evidence will you provide for the validity or credibility/accuracy of your measures?

### **Step 7 - Procedures**

Due: Thursday, Feb 24 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please upload this to Learning Suite before class.

Each week there is a step to help complete your research proposal. Because I want this class to meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already beyond this point, you are welcome to email me to propose an alternate assignment that better aligns to where you are with the proposal process.

In your new page of proposal writing this week, please include the following.

1. What research procedures will you employ in your study?
2. What training, if any, will be required?
3. How will data be collected?
4. What research personnel (you and any others) will be involved in the study?
5. What will each of these people do to help carry out the study?

### **Step 8 - Analysis**

Due: Thursday, Mar 03 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please upload this to Learning Suite before class.

Each week there is a step to help complete your research proposal. Because I want this class to meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already beyond this point, you are welcome to email me to propose an alternate assignment that better aligns to where you are with the proposal process.

In your new page of proposal writing this week, please include the following.

1. How will you analyze your data?
2. Will you use statistics, if so which ones?
3. Will you include qualitative analysis, if so, how will this be accomplished?

### **Step 9 - Ethics**

Due: Thursday, Mar 10 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please upload this to Learning Suite before class.

Each week there is a step to help complete your research proposal. Because I want this class to meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already beyond this point, you are welcome to email me to propose an alternate assignment that better aligns to where you are with the proposal process.

In your new page of proposal writing this week, please include the following.

1. What ethical issues relate to your study?
2. How will these ethical issues be addressed?
3. Include a copy of the consent form(s) to be used in your study or explain why one these will not be needed.

### **Step 10 - Timeline**

Due: Thursday, Mar 17 at 1:00 pm

You are required to provide a minimum of 1 new page of writing on your research proposal each week. Please upload this to Learning Suite before class.

Each week there is a step to help complete your research proposal. Because I want this class to meet your needs, if you do not feel ready to complete a particular step, or if you feel that you are already beyond this point, you are welcome to email me to propose an alternate assignment that better aligns to where you are with the proposal process.

In your new page of proposal writing this week, please include the following.

Create a proposed timeline for your study, listing the major steps in your study and the estimated amount of time each will take.

### **Best Practice Standards**

Due: Thursday, Mar 24 at 1:00 pm

There are best practice standards for the various designs available for use in research and evaluation projects. For this assignment, your task is to locate a journal article, a book or book chapter (other than our textbook), or a technical document from a trusted source (government agency, professional organization, etc.) that highlights agreed upon design standards for the type of research or evaluation project you are planning to conduct. Please let me know if you have questions about which source(s) to use to evaluate your proposed project - your thesis or dissertation chair should also be able to help you.

Your job is to review these standards to learn more about the design requirements for these types of projects and then critically apply them to the research or evaluation project you are planning to carry out.

- You could choose to use the Journal Article Reporting Standards found on pp. 71-108 of the APA Manual 7th Edition (2020), which has guidelines for quantitative, qualitative, mixed-methods, and meta-analytic studies.
- For qualitative designs, the article by Brantlinger and colleagues (2005) entitled "Qualitative studies in special education" is a good source.

- For single subject designs, Horner and colleagues (2005) article “The use of single-subject research to identify evidence-based practice in special education” is a good source.
- For group designs, Gersten and colleagues (2005) article “Quality indicators for group experimental and quasi-experimental research in special education” could work well.
- For internet surveys, Eysenbach’s (2004) article “Improving the quality of Web surveys: the Checklist for Reporting Results of Internet E-Surveys (CHERRIES)” may be appropriate.
- For scale development using EFA and CFA, Worthington and Whittaker’s (2006) article “Scale development research: A content analysis and recommendations for best practices” could work.
- For systematic reviews and meta-analyses, see Moher, D., et al. (2009). Preferred reporting items for systematic reviews and meta-analyses: the PRISMA statement. *Annals of Internal Medicine*, 151(4), 264-269.
- For correlational designs, see Thompson, B., Diamond, K. E., McWilliam, R., Snyder, P., & Snyder, S. W. (2005). Evaluating the quality of evidence from correlational research for evidence-based practice. *Exceptional Children*, 71(2), 181-194.

You are to create a two-to-three-page APA formatted summary, first listing the standards you used. Next, review each standard and describe how your project meets or does not meet each standard. Finally, describe ways you could strengthen your design to better meet these standards, or tell the reader why you will be unable to meet the standard. You may also discuss this with other class members. This assignment can also later be integrated into your written research proposal. See examples on Learning Suite.

### **Research Proposal Poster**

Due: Thursday, Mar 31 at 5:00 pm

Research Proposal Poster: To help you gain experience preparing and presenting research posters, you are required to create a poster with the basic components of your research proposal; title, literature review highlights, methods section. You will upload these posters electronically to Learning Suite. You are not required to print them out. We will spend time in class reviewing these posters in groups. I have attached some sample poster proposals to serve as a guide. Your posters may also be presented at the MSE research poster session. See examples on Learning Suite. Below are the criteria (up to 3 points each) which will be used to grade the posters:

1. Research goal clearly stated. (Includes specific research questions addressed.)
2. Brief context given. (A brief literature review that shows why research is of interest and how the research question advances what is already known.)
3. Method (How the study was designed to produce data. Involves reasoning from a theoretical base to the construction of materials used in research, research design, and a plan for data collection.)
4. Description of how the data will be/was analyzed. (Analysis may vary depending on the type of research e.g., quantitative-statistical analysis, single-subject-visual analysis, qualitative or action research –combination of quotes or evidence from the data and what the quotes or evidence mean.)
5. Explanation of results expected/obtained from the data analysis.



6. Discussion/description of what will be/was learned from the research and implications/limitations.

7. Overall poster clarity.

8. Visual Appeal.

Final Score \_\_\_\_/24

Comments:

### **Research Presentation/Discussion**

Due: Thursday, Apr 07 at 3:15 pm

For this assignment, you are required to lead a 15-20 min research-oriented presentation/discussion. You may choose to do any of the following.

1. Lead a discussion of a research article related to your thesis/dissertation – if you choose this option please send me the article in advance, so I can send it out over Learning Suite.
2. Lead a brainstorming session to discuss what you are planning to do for your thesis/dissertation.
3. Conduct a presentation of what you are currently doing for your thesis/dissertation study.

If you have any handouts or slides that you want to share, send those out to the class and me via an email in Learning Suite by 12 noon on Thursday. Also, please prepare an opening prayer and share a brief spiritual message.

### **Written Research Proposal**

Due: Monday, Apr 18 at 5:00 pm

Research Proposal: You are required to develop a 20-page minimum (not including cover pages, appendices, etc.) APA formatted research paper/proposal on a topic of your choice (see sample research proposals below). You will develop a stronger understanding of educational research by creating a proposal while studying the chapters in our text. The purpose of this assignment is not to require you to create a full-blown 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 draft proposal, containing key elements of a research proposal, but with the advantage that it can be revised quickly as you get new ideas or respond to feedback from others. Furthermore, because it 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. I have included in Learning Suite sample completed research proposals and the scoring sheet I will use to evaluate your proposal to help guide you.

### **Extra Credit**

#### **Complete the end of semester course rating**

Due: Thursday, Apr 07 at 5:00 pm

You can earn 3 extra credit points by completing the end of semester course rating by April 7th. To receive credit, please submit a statement in Learning Suite notifying me that you have completed the course rating.

### **Attend a guest researcher presentation**

Due: Thursday, Apr 07 at 5:00 pm

For 3 extra credit points, and to help you learn about methodology from expert researchers, you may attend in person, view a webinar, video, or zoom recording given by an expert researcher on a topic related to your research project. You are required to submit a 1–2-page summary highlighting (a) who the researcher was, (b) what the presentation was about, (c) the methods used by the researcher, (d) the strengths and weaknesses of the presentation, (e) what you learned from attending the presentation, and (f) the title and (g) a link to the webinar, video, or zoom recording of the presentation if applicable.

## **University Policies**

### **Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all 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 every instructor's 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.

### **Preventing Sexual Misconduct**

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking based on sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day). BYU offers several resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu>, or by contacting the university's Title IX Coordinator.

## **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, [eo\\_manager@byu.edu](mailto:eo_manager@byu.edu), or visit <https://hrs.byu.edu/equal-opportunity> for help.

## **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.

## **Covid 19 Statement**

While COVID 19 conditions persist and until further notice, students and faculty are required to always wear face coverings during class; faculty are not at liberty to waive this expectation. Students who feel sick, including exhibiting symptoms commonly associated with COVID 19 (fever; cough; shortness of breath/difficulty breathing; chills; muscle pain; sore throat; new loss of taste or smell; etc.) should not attend class and should work with their instructor to develop a study plan for the duration of the illness.

## **Diversity and Inclusion in the Classroom**

"Because we feel the depth of God's love for His children, we care deeply about every child of God, regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges" (President Russell M. Nelson, "The Love and Laws of God," September 2019). As a university community we strive to foster an educational environment that promotes the personal dignity of every student and accept individual responsibility to eliminate racism, sexism, and nationalism. Our course participation reflects our understanding that every individual is a child of Heavenly Parents. We create learning environments in which every individual is motivated to express their opinions and perspectives and ask questions to augment discussions and learning. We

listen to, learn from, and strive to consider thoughtfully the opinions of others. We use language that is polite, considerate, and courteous—even when we strongly disagree.

### **Mental Health**

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

### **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.

## Schedule

<b>Date</b>	<b>Class Number</b>	<b>Readings and Assignments</b>
Th Jan 06 Thursday	Class 1: Introductions, Review Syllabus, Assignment to Research Groups	Chapter 1: Thinking Critically About Research
Th Jan 13 Thursday	Class 2	Chapter 2: Fundamental Issues for Interpreting Research Research Study Presentation: <b>Research Group 1</b> <b>Step 1 - Topic</b>
Th Jan 20 Thursday	Class 3	Chapter 3: Reliability, Validity, and Interobserver Agreement Research Study Presentation: <b>Learning Activity 2</b> <b>Research Group 2</b> <b>Step 2 - Context</b>
Th Jan 27 Thursday	Class 4	Chapter 9: Basic Understandings in Qualitative Research Research Study Presentation: <b>Learning Activity 3</b> <b>Research Group 3</b> <b>Step 3 - Questions/Hypotheses</b>
Th Feb 03 Thursday	Class 5	Chapter 10: Data Collection and Designs in Qualitative Research Research Study Presentation: <b>Learning Activity 4</b> <b>Research Group 4</b> <b>Step 4 - Design and threats</b>
Th Feb 10 Thursday	Class 6	Chapter 11: Withdrawal and Associated Designs Research Study Presentation: <b>Step 5 - Setting and Participants</b> <b>Learning Activity 5</b> <b>Research Group 5</b>
Th Feb 17 Thursday	Class 7	Chapter 12: Multiple Baseline Designs Chapter 4: Sampling Methods (pp. 125-132) Research Study Presentation: <b>Learning Activity 6</b> <b>Research Group 6</b> <b>Step 6 - Measures</b>
Th Feb 24 Thursday	Class 8	Chapter 5: Experimental Designs Research Study Presentation:

		<b>Learning Activity 7</b> <b>Research Group 7</b> <b>Step 7 - Procedures</b>
Th Mar 03 Thursday	Class 9	Chapter 6: Causal-Comparative Research Research Study Presentation: <b>Learning Activity 8</b> <b>Research Group 8</b> <b>Step 8 - Analysis</b>
Th Mar 10 Thursday	Class 10	Chapter 7: Correlational Research (excluding pp. 220-231) Research Study Presentation: <b>Learning Activity 9</b> <b>Research Group 9</b> <b>Step 9 - Ethics</b>
Th Mar 17 Thursday	Class 11	Chapter 8: Survey Research Research Study Presentation: <b>Learning Activity 10</b> <b>Research Group 10</b> <b>Step 10 - Timeline</b>
Th Mar 24 Thursday	Class 12	<b>Research Presentation/Discussion</b>  Chapter 14: Program Evaluation Research Study Presentation: <b>Learning Activity 11</b> <b>Best Practice Standards</b> <b>Research Group 11</b>
Th Mar 31 Thursday	Class 13	Chapter 15: Evaluating the Literature Research Study Presentation: <b>Learning Activity 12</b> <b>Research Group 12</b> <b>Research Proposal Poster</b>
Th Apr 07 Thursday	Class 14	Chapter 16: Moving from Critical Research Consumer to Researcher Research Study Presentation: <b>Learning Activity 13</b> <b>Research Group 13</b>
Th Apr 14 Thursday	<b>Winter Exam Preparation</b> <b>(04/14/2022 - 04/14/2022)</b>	
M Apr 18 Monday	Final: Written Research Proposal Submit to Learning Suite by 5:00pm	<b>Written Research Proposal</b>