



## **EDCI 696**

### **Applications of Research Methods**

#### **COURSE SYLLABUS: SUMMER I 2017**

**Instructor:** David L. Brown, Ph.D.  
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**Office Hours:** By Appointment  
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### **COURSE INFORMATION**

#### **Class Meetings:**

<b>June 06</b>	<b>Tuesday</b>	<b>5:00 PM – 9:00 PM</b>
<b>June 08</b>	<b>Thursday</b>	<b>5:00 PM – 9:00 PM</b>
<b>June 13</b>	<b>Tuesday</b>	<b>5:00 PM – 9:00 PM</b>
<b>June 15</b>	<b>Thursday</b>	<b>5:00 PM – 9:00 PM</b>
<b>June 20</b>	<b>Tuesday</b>	<b>5:00 PM – 9:00 PM</b>
<b>June 22</b>	<b>Thursday</b>	<b>5:00 PM – 9:00 PM</b>
<b>June 27</b>	<b>Tuesday</b>	<b>5:00 PM – 9:00 PM</b>
<b>June 29</b>	<b>Thursday</b>	<b>5:00 PM – 9:00 PM</b>
<b>July 06</b>	<b>Thursday</b>	<b>5:00 PM – 9:00 PM</b>

Materials – Textbooks, Readings, Supplementary Readings:

#### **Textbook(s) Required:**

Boudah Daniel J., (2010) "Conducting Educational Research: Guide to Completing a Major Project". SAGE Publications Inc., CA. ISBN # 978-1412979023

Patten, Mildred L., (2014) "Questionnaire Research: A Practical Guide", 4<sup>th</sup> Edition. Pyrczak Publishing Company, CA. ISBN # 978-1936523313

### Recommended Texts:

Pan, M. L. (2015). *Preparing Literature Reviews: Qualitative and Quantitative Approaches*, 5<sup>th</sup> Edition. New York, NY: Routledge. (ISBN 978-1936523399)

Silverman, D. (2013). *Doing Qualitative Research: A Practical Handbook*, 4<sup>th</sup> Edition. London, UK: SAGE Publications Ltd. (ISBN 978-1446260159)

Adelheid, A. A. M. & Pexman, P. M. (2010). *Presenting Your Findings: A Practical Guide for Creating Tables*, 6<sup>th</sup> Edition. Washington, DC: American Psychological Association. (ISBN 978-1433807053)

Adelheid, A. A. M. & Pexman, P. M. (2010). *Displaying Your Findings: A Practical Guide for Creating Figures, Posters, and Presentations*, 6<sup>th</sup> Edition. Washington, DC: American Psychological Association. (ISBN 978-1433807077)

American Psychological Association (2010). *Publications Manual of the American Psychological Association*, 6<sup>th</sup> Edition. Washington, DC: American Psychological Association. (ISBN 978-1433805615)

Creswell, J. W. (2014). *A Concise Introduction to Mixed Methods Research*. Thousand Oaks, CA: SAGE Publications, Inc. (ISBN 978-1483359045)

Creswell, J. W. & Plano Clark, V. L. (2010). *Designing and Conducting Mixed Methods Research*, 2<sup>nd</sup> Edition. Thousand Oaks, CA: SAGE Publications, Inc. (ISBN 978-1412975179)

Creswell, J. W. & Poth, C. N. (2017). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4<sup>th</sup> Edition. Thousand Oaks, CA: SAGE Publications, Inc. (ISBN 978-1506330204)

Plano Clark, V. L. & Creswell, J. W. (2007). *The Mixed Methods Reader*. Thousand Oaks, CA: SAGE Publications, Inc. (ISBN 978-1412951456)

Morgan, G. A., Leech, N. L., Gloeckner, G. W. & Barrett, K. C. (2012). *IBM SPSS for Introductory Statistics: Use and Interpretation*, 5<sup>th</sup> Edition. New York, NY: Routledge. (ISBN 978-1848729827)

Leech, N. L., Barrett, K. C. & Morgan, G. A. (2014). *IBM SPSS for Intermediate Statistics: Use and Interpretation*, 5<sup>th</sup> Edition. New York, NY: Routledge. (ISBN 978-1848729995)

### Course Description:

An application of research methodology in curriculum and instruction including basic concepts employed in quantitative and qualitative research methods. This includes conducting data collection, data analysis, and use of computer applications for research. Students will by the end of semester, develop skills and knowledge necessary to write a draft of a research proposal. This is not a statistics class but students should be currently enrolled or have completed one statistic course. Prerequisites EDCI 695 and Doctoral level standing or consent of the instructor.

### Student Learning Outcomes:

1. The student will increase their skills in reviewing and critiquing peer-reviewed studies for the purpose of learning how to understand research results, conclusions, and implications.
2. The student will increase their skills in writing research questions, and hypotheses for quantitative and mixed methods research.
3. The student will increase their knowledge and ability to select structured quantitative instruments and create qualitative and mixed methods questionnaires by which to measure their hypotheses.
4. The student will increase their skills in determining what statistical method to use to test their quantitative data.
5. The student will analyze data using excel and SPSS, present and interpret results, and write a brief report using tables.
6. The student will develop data sets using excel and import into SPSS for analysis.

### Topics and Content Areas:

1. Conducting Policy Research
2. Research Designs.
3. Identifying a Research Problem.
4. Identifying a Possible Research Question.
5. The Purposes of a Literature Review.
6. The Process of Conducting a Literature Search.
7. Understanding and Writing a Literature Review.
8. Issues in Validity and Reliability.
9. Designing and Conducting Experimental Research.
10. Designing and Conducting Qualitative Research.
11. Designing and Conducting Descriptive Research.
12. Creating a Research Proposal.
13. Analyzing and Interpreting Experimental Research.
14. Analyzing and interpreting Qualitative Data.
15. Analyzing and Interpreting Descriptive Research.
16. Writing Research Reports.
17. Developing Data Sets.
18. Handling Missing Data.
19. Conducting Survey Research.
20. Understanding and Using Survey Monkey.

# COURSE REQUIREMENTS

## Instructional / Methods / Activities Assessments

### Methods of Instruction:

Multiple methods of instruction will be used. They include lecture/discussions, cooperative groups, and web-assisted instruction. Additionally, students will take an active role as peer instructors in the class.

### Course Requirements:

1. **Attend every class and be prepared to discuss, question, analyze, critique, and debate** assigned readings, special topic readings, and other class assignments. Each student will attend and participate in discussions, readings, and collaborative activities during each class session. Additionally, each student will complete assigned readings and be ready to share and discuss in class. Class participation is defined as regular attendance to class, coming to class prepared by having read the assigned readings; formulating questions for class discussion; active participation during in-class activities and discussions; and displaying professional conduct during class.

2. **Presentation:**

**Analyzing Data:** Each student enrolled in EDCI 696 will engage in data analysis using data that will be provided by the instructor. This assignment will provide students practice in doing basic descriptive statistics and interpretation of data.

Each student will work in concert with the Instructor of record and their statistics professor to develop and analyze a set of data and write a brief report with tables and interpretation of results.

3. **Present Summary of Research:** Each student will present a summary of a research study to the class including a discussion of results with directions for future research. The presentation and discussion during the EDCI 696 class meeting will last for approximately 45 minutes. The presentation should be done in power point and include.
  - A. A summary of the purpose of the study, why it is relevant, research questions addressed, methods use, and results and conclusions from study.
  - B. Identify major strengths and weakness of the research study according to a criteria discussed in class.

4. **Reviews of Three Research Articles that Relate to Student's Dissertation or Proposal Topic:** Students will use the enclosed template to prepare a 2-page review (each) of the three research-based articles that relate to the topic that will be examined in the student's dissertation proposal. The students will be required to share their reviews of the research-based articles in terms of their strengths and weaknesses. Of the three reviews, two must be on a quantitative study and one must be on a mixed methods or qualitative study.
5. **Chapter Presentation:** Each student will select chapters from the textbooks and develop a 4-6 page (PowerPoint) presentation reflecting the key ideas within those chapters. The student will provide copies of the (PowerPoint) handout for each class members, during their presentation. Students are strongly encouraged to actively engage class members in their presentation.

#### **Guidelines for Chapter Presentations:**

1. Please remember to bring copies of your handout materials during the Chapter Presentation.
2. If you choose to use the PowerPoint projector, please arrive early and check to see if you are able to open your file.
3. Please plan to share the key ideas orally, but do not read the information; discuss with the class.
4. Try to keep within your 30 to 45-minute time period. However, if you have to extend the time period, we may have some additional time that must be used strategically.
5. Finally, please actively engage the class in understanding the key ideas within the chapter.

#### **Grading:**

Data Analysis Assignment/Notebook	- 100 pts
Present Summary of Research Study	- 100 pts
Chapter Presentations	- 60 pts
Class Participation (with perfect attendance)	- 10 pts
Reviews of 3 Research Articles	- 30 pts
<b>Total</b>	<b>- 300 pts</b>

## **TECHNOLOGY REQUIREMENTS**

This is not an Online Course but some technological resources will be required.

Access to a Computer with

- Internet Access.
- Microsoft Word Processing Software.
- Microsoft Power Point Software.
- Adobe or Foxit Reader to open PDF File.

## ACCESS AND NAVIGATION

Dr. Brown will send email attachments of all readings relating to course topics. We will not use e-college in this course.

## COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

**Participation & Communication:** Each of you is expected to participate fully in assigned readings related to course topics, chapter presentations, and discussions of current articles. Your active and thoughtful participation is expected in course assignments. Regular attendance is necessary and will be expected of all students.

In regards to communication, please use my email ([David.Brown@tamuc.edu](mailto:David.Brown@tamuc.edu)) to correspond with me regarding class matters. Also, I will be happy to schedule individual appointments with you, if needed. Also, I will post readings on the class website (<http://drbrown-edci696-s17.weebly.com>) for individual assignments.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

***Lecture and readings:*** Material from course lectures will not always be found in your text. Use of class discussions and class activities will be included in most class sessions. Please note that all questions on the examinations will be taken from the text, as well as the classroom lectures, videos, and discussions. Typically, you will be expected to read 1 to 2 chapters per week. It is advised that you do not wait until the night before to start the reading of materials. It is recommended that you stay current with chapter readings, and read the assigned chapter/s before each class.

If you would like to review an assignment, come by my office during office hours or set up an appointment. If you are having problems in class, please come and talk to me immediately. I am better able to help you if you come to me early. Please understand that you should not come to me at the end of the semester, unhappy with your grade, asking for a way to change it. Grades will not be changed.

***Citizenship:*** All Students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student 92s Guide Handbook, Policies and Procedures, Conduct).

**Student Conduct:** All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class. If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

**Late Work:** Assignments are due on specific dates, as assigned. Assignments will be accepted after the due date with the exception of major projects. However, a 10-point deduction will be applied to assignments that are 1 day late, and an additional 5 points for each day thereafter.

**Plagiarism:** Plagiarism **WILL NOT** be tolerated and will result in an automatic **F** in the course. Various versions of your work and final papers will be run through Turnitin software – this is not meant to “catch” you in the act, but rather assist you in seeing possible areas that may be unintentionally plagiarized and allow for editing your work.

Academic integrity is the pursuit of scholarly work free from fraud and deception and is an educational objective of this institution.

Texas A&M University-Commerce has explicit rules and regulations governing academic dishonesty and academic misconduct. As the University states, “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” These policies are stated in detail in the Student’s Guide Handbook. Each student is expected to read this document and abide by the contained policies. These university policies will be followed in this class. The minimum penalty for an act of academic dishonesty will be the assignment grade of 0 or F on the assignment. The maximum penalty is expulsion from the University.

Texas A&M University-Commerce further does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. “Academic dishonesty” includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

If you are unsure what constitutes plagiarism and how to avoid it. Visit the following websites:

<http://www.plagiarism.org/>

<http://writingcenter.unc.edu>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

**Attendance:** Attend all classes. Arrive on time and remain until class is dismissed. Class meets from 5:00 PM until 9:00 PM every Tuesday and Thursday unless noted otherwise by the instructor. If you must miss a class due to a professional responsibility and know ahead of time, discuss this with the instructor on the first night of class to create a make-up plan. If you must miss a class due to an unforeseen excused absence or professional responsibility, email or leave a telephone message for the instructor before class, then give the instructor a written plan for make-up work at the beginning of the next class session. You must discuss this plan with the instructor and gain his approval to receive make-up credit. **Each unexcused absence will lower your final average score by 10 points.** For a definition of an excused absence, please see the Texas A&M University-Commerce Catalog or Student’s Guidebook.

**Cell Phones/Computers:** Please respect the instructor and your peers by turning off your cell phones and other technical devices during chapter presentations, unless you have notified me at the beginning of class that you have a critical family situation about which you must be notified. This should constitute only emergencies.

**Scholarly Expectations:** All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

### Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so.

Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer).

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

University Specific Procedures:

### ADA Statement

#### Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)



## **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

## **RESOURCES**

### **Websites on Data Analysis:**

<http://www.kdnuggets.com/websites/microarray.html>

[http://en.wikipedia.org/wiki/Data\\_analysis#Qualitative\\_data\\_analysis](http://en.wikipedia.org/wiki/Data_analysis#Qualitative_data_analysis)

<http://statistics.merlot.org/>

### **References**

Corrine Glesne, (2006), BECOMING QUALITATIVE RESEARCHERS AN INTRODUCTION, 3<sup>rd</sup> Edition, Pearson Education Inc., MA, ISBN # 0-205-45838-6.

Juliet Corbin, Anselm Strauss, (2008), BASICS OF QUALITATIVE RESEARCH, 3<sup>rd</sup> Edition, Sage Publication Inc., CA, ISBN # 978-1-4129-0644-9.

Norman K. Denzin, Yvonna S. Lincoln, (2008), COLLECTING AND INTERPRETING QUALITATIVE MATERIALS, 3<sup>rd</sup> Edition, Sage Publication Inc., CA, ISBN # 978-1-4129-5757-1

John W. Creswell, (2009), RESEARCH DESIGN Qualitative, Quantitative, and Mixed Methods Approaches, 3<sup>rd</sup> Edition, Sage Publication Inc., CA, ISBN # 978-1-4129-6557-6.

Dahlia K. Remler, Gregg G. Van Ryzin, (2011), RESEARCH METHODS IN PRACTICE Strategies for Description and Causation. Sage Publication Inc., CA, ISBN # 978-1-4129-6467-8.

W. Paul Jones, Jeffrey A. Kottler, (2006), UNDERSTANDING RESEARCH Becoming a Competent and Critical Consumer. Pearson Education Inc., NJ, ISBN # 0-13-119844-0.

Clifford J. Drew, Michael L. Hardman, John L. Hosp, (2008), DESIGNING AND CONDUCTING RESEARCH IN EDUCATION, Sage Publications, Inc., CA, ISBN # 978-1-4129-6074-8.

Name:

**Review of a Research Article**  
**EDCI 696 – Applications of Research Methods**  
**Summer I 2017**

\_\_\_\_\_ Mixed methods or qualitative article

\_\_\_\_\_ Quantitative methods article

APA reference:

Purpose of the article:

Research question and hypotheses:

Sample size and description:

Instruments used:

Results:

Conclusion:

Implications:

Student: How will the findings in this article shape your own research?