

EDPS 3030: Research and Inquiry in Education

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Course Description: The goals of this course are to engage students in studying and understanding research in education, and how research can be used to inform and improve educational practice. Students will be instructed in basic methodological concepts, and will learn about both quantitative and qualitative research designs used in educational research through the reading of primary research documents.

The course will involve both lecture and discussion, and students will work collaboratively to develop action research projects. Course assessments will include quizzes, exams, short papers, and an action research project proposal.

Course Objectives:

After completing this course, students should be able to do the following:

1. Understand the purpose and impact of research in education.
2. Conduct research literature searches and identify primary research articles.
3. Understand basic psychometric and statistical principles and their relevance to both instruction and research.
4. Understand basic principles, methods, and designs in both quantitative and qualitative research studies.
5. Design and conduct action research studies in education.

Required Readings:

McMillan, J. H. (2012). Educational research: Fundamentals for the consumer. Sixth Edition. Boston, MA: Pearson (ISBN-10: 0-13-259986-4)

Primary research articles available in PDF format on Canvas

Online Component: This course has an accompanying Canvas site, which will post required readings, online quizzes, course notes and handouts.

To access the online content for the course, go to <http://www.utah.edu/students/> and click on "My Classes" in the top-right portion of the screen. You can log in with your UNID and password. Select from the available courses, EDPS 3030: Research and Inquiry in Education

Course Requirements:

1. *Course Readings:* There will be a reading assignment consisting of approximately 2 articles or book chapters for each topic discussed in class. These readings include both basic information about research methodology, as well as original research that uses

different types of research methodologies. Reading assignments for each topic should be completed before that topic is to be discussed in class.

2. *Article Summary Papers 1 & 2*: The goal of this assignment is to help you understand how to locate primary research articles in education, and how to evaluate them with respect to classroom practice.
 - a. The first paper will be due during the first month of class. In this 3-5 page (double-spaced, 1-inch margins, paper), you should give an example of how research in education can inform classroom instruction. To address this topic, you will need to:
 - i. Find a current (published in last year) peer-reviewed research article to provide an example of how current research findings could be used to inform and enhance teaching practices. Submit a PDF copy of your chosen article for preliminary approval via the appropriate Canvas Assignment link by **9/13 at midnight**. (You may not use the articles assigned as class readings for this question.).
 - ii. Provide a brief overview of the research question, methodology, findings, and conclusions of the article in your paper.
 - iii. Discuss how an educator could apply the findings of this article to his or her classroom practice.
 - iv. Submit this paper via the appropriate Canvas Assignment link by **9/20 at midnight**.
 - b. The second paper will be due on the last day of class, and it will be a revision of the first paper you wrote. In that, you should review your previous paper and revise it to address misconceptions, omissions, etc. You will also be required to answer two additional questions:
 - i. What do you think the role of research is in education?
 - ii. Have your ideas about how the research findings from this particular article could be applied to classroom practice have changed? If so, how and why?
 - iii. Submit this paper via the appropriate Canvas Assignment link by **11/22 at midnight**.
3. *Online Quizzes*: There will be 7 required online quizzes throughout the semester. These quizzes will test your understanding of basic methodological concepts raised in the class lectures and discussions, as well as how these concepts may apply to specific research designs and studies. They will also encourage you to keep up with the course material, thereby facilitating your studying for the exams. You can access these quizzes via the Canvas homepage for this course. You must complete each quiz by its respective deadline. **Late quiz submissions will not be accepted.** Your quiz component of your course grade will be based on your six highest quiz scores.
4. *Exams*: There will be 3 exams in this course. Although the exams themselves are not cumulative, the material they cover is cumulative in nature. That is, to understand material covered later in the semester, it is imperative that you grasp concepts covered

earlier in the semester. Exam 1 will cover basic methodological concepts, and Exams 2 and 3 will cover concepts, designs, and examples for different types of methodological designs.

5. *Research Requirement:* Research is a strong focus at the University of Utah, and faculty from the Department of Educational Psychology are actively engaged in widely diverse research projects. Participating in one or more of these research projects is an important component for undergraduate students enrolled in an educational psychology course. To provide this experience, the Department has established the Educational Psychology Subject Pool. This Pool allows students to participate (not to exceed 5 hours per course) in research that has been approved by the University of Utah's Institutional Review Board (IRB). For your participation, you will earn course credit. Alternatively, you do have the option of satisfying this research requirement by reading a selection of articles on topics relevant to this course and passing a set of multiple-choice tests on the readings. How you wish to satisfy this requirement is up to you. Your participation in research or in the reading/testing option will contribute 8% to your final grade.

For each one-hour session successfully completed, you will earn one credit toward your research participation requirement. Failing to cancel an appointment and not showing up will result in a loss of credits equivalent to the duration of the missed appointment (e.g., one credit would be lost for a missed one-hour appointment). Any credit loss due to a missed appointment can be made up by successfully completing another research appointment via the same subject pool at a later point in the same semester. In the event that you show up for a scheduled appointment, but the research assistant or principal investigator responsible for the scheduled study does not show up, you will still receive credit for the scheduled session. To ensure that you receive credit in this situation, you should contact the subject pool administrator via email: edps-research@utah.edu. Full completion of, or failure to complete, the research component of the course can only augment or reduce a student's course grade by a maximum of one grade level (e.g., B to B+, or reverse).

You register as a student in the Educational Psychology Research Pool by going to <https://utahedps.sona-systems.com/>. Your instructor will provide a handout with instructions for using this system to sign up and monitor your credits.

6. *Action Research Project:* You will work with a group of your classmates to design and propose an action research project that addresses a real or hypothetical problem in a local classroom. A group presentation describing the proposal for this project will be due the last week of class. All individuals in the class will review the group posters and will participate in a roundtable discussion during the last week of class. Your grade on this project will be determined by:
- Your group's assessment of your involvement in the project (5%)
 - Your classmates' assessment of the quality of the project (5%)
 - The instructor's assessment of the quality of the project (10%)

Grading:

Requirements	Percentage Toward Course Grade
1. Article Summaries 1 & 2	20%
2. Online Quizzes	20%
3. Exams	32%
4. Research Requirement	8%
5. Action Research Project	20%

Final course grades will be assigned according to the following scale:

	B+ (86 - 89%)	C+ (77 - 79%)	
A (95 - 100%)	B (83 - 85%)	C (73 - 76%)	F (below 60%)
A- (90 - 94%)	B- (80 - 82%)	C-/D (60-72%)	

Diversity Statement

As the instructor of this course, it is my goal to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. I aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation.

Also, the University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice must be provided to the instructor and to the Center for Disability Services, 162 Olpin Union Building. Please call 581-5020 (V/TDD) to make arrangements for accommodations. All written materials for this course can be made available in alternative formats with prior notification and approval.

Technology Statement

This course relies heavily on access to computers, specific software, and the Internet. At some point during the semester you WILL have a problem with technology: your laptop will crash, a file will become corrupted, a server will go down, or something else will occur. These are facts of life, not emergencies or acceptable excuses. Technology problems will not normally be accepted as excuses for unfinished work or failure to participate in group discussions. Count on problems occurring and protect yourself by doing the following:

- Plan ahead – start early, particularly if scarce resources are required
- Save work often – at least every ten minutes
- Make regular backups of files in a different location from the originals
- Save drafts of work at multiple stages
- Practice safe computing when surfing the web and checking email
- On your personal computer, install and use software to control viruses and malware

Students in this course are expected to meet the Fitness to Teach criteria located at:

<http://uite.utah.edu/documents/www-ed-utah-edu/programs/Fitness%20to%20Teach%20Final.pdf>

EDPS 3030 Course Content Schedule

Date	Topic	Readings	Assignments
8/25 – 8/27	Intro & Overview	Wenk & Tronksy (2011) McMillan, Chap. 1	
9/1	Variables & Hypotheses	McMillan, Chap. 2	Quiz 1 Submitted by 9/4 at midnight
9/3	Web-Based Literature Reviews **Meet in MLIB Rm. 1120**	McMillan, Chap. 3	Article Submitted for Approval by 9/13
9/8 – 9/10	Sampling & Measurement	McMillan, Chap. 4-5 Milgram (1967)	
9/15 – 9/17	Validity & Statistics	McMillan, Chap. 5, 9 IES (2012)	Quiz 2 Submitted by 9/18 at midnight
9/22	Review		Article Summary #1 Due on 9/20
9/24	Exam 1		
9/29 – 10/1	Meta-Analysis	Hyde et al. (1990) Hyde et al. (2008) Kavale (2001)	Quiz 3 Submitted by 10/2 at midnight
10/6 – 10/8	Experimental Designs	Hafner et al. (2012) Rawlins et al. (2009) McMillan, Chap. 8	
10/13-10/15	FALL BREAK		
10/20–10/22	More Experimental Designs	McGrath et al. (2012) McMillan, Chap. 8	Quiz 4 Submitted by 10/23 at midnight
10/27	Review		
10/29	Exam 2		
11/3 – 11/5	Comparative Designs	Ripski et al (2011) McMillan, Chap. 7 (174-195)	Quiz 5 Submitted by 11/6 at midnight
11/10–11/12	Surveys, Interviews, & Observations	Rainie et al. (2012) McMillan, Chap. 7 (pp. 196-202)	Quiz 6 Submitted by 11/13 at midnight
11/17–11/19	Qualitative Designs	Dutro et al. (2008) McMillan, Chap. 10	Quiz 7 Submitted by 11/20 at midnight
11/24	Action Research Designs	McMillan, Chap. 12	Article Summary #2 Due 11/22
12/1	Action Research Poster Session		Action Research Posters Due in class
12/3	Review		
12/8	Exam 3		

