

Fall, 2005	FOUN7206	Dr. William Spencer
334-844-4460	Basic Methods of Educational Research	spencwa@auburn.edu

Live Broadcast Time TBA

URL for Viewing Videos: www.auburn.edu/cspd/alt/fa04.html#spencer

Aug 17	Introduction to the Course; An overview of Research in Education; Terminology, Vocabulary, Basic Designs and the Research Process (Chaps 1 & 2) Video 1
Aug 24	Conceptualizing and Stating a Research Problem; Choosing a “Researchable Problem,” (Chapter 3). Searching the Literature; Hypotheses (Chap 4&5); Proposal Writing (Chap 16) Video 2
Aug 31	Some statistical tools we’ll need ; Central Tendency, Variation, Correlation, MetaAnalysis (Chap 6) Video 3
Sept. 7	Measurement of Variables; Scales; Logic of Quantification; Observation (Chap 8); Reliability and Validity (Chap 9); Video 4
Sept. 14	Experimental Research - Part I Controlling subject differences; Internal and External Validity (Chap 10); Video 5 (Quiz 1 will be emailed this week)
Sept. 21	Experimental Research - Part II: Examining some typical designs; Single subject designs (Chap 10) Video 6 Deadline for 3 page miniproposal to be emailed to me.
Sept. 28	Causal comparative vs. experimentation; correlation research; survey research (Chaps 11-13) Video 7
Oct. 5	Causal comparative vs. experimentation; correlation research; survey research (Chaps 11-13 continued) Video 8
Oct. 12	Qualitative Research vs. Quantitative models; (Qualitative Research; Participant Observation; Ethnographic Studies; Historical Research; Differences between Quantitative and Qualitative Models; Triangulation; Interviewing,;the Importance of Context; Data Collection and Analysis p 14 & 15); Video 9 Quiz 2 will be emailed this week
Oct. 19	Sampling; Inferential Statistics and hypothesis testing; sampling error (Chap 7); Video 10
Oct. 26	Review of hypothesis testing; t-test as a tool; some examples (Chap 7) Video 11 ; Literature Critique Part 1
Nov. 2	ANOVA (Chap 7) Video 12 ; Literature Critique Part 2 emailed to me this week
Nov. 9	ChiSquare; Video 13
Nov. 16	Putting it all Together; Video 14; Final Proposals Due
Nov. 23	Thanksgiving Break – No Class
Nov. 30	Last Class Day: summary of the course; Quiz 3 will be emailed this week Video 15
Dec. 7	Quiz 3 Due Back

RESEARCH IN EDUCATION

FOUN7206

- I. The major aims of this course are:
 - A. To provide you with an overview of the research process as it applies to education
 - B. To increase your capacity to read research critically, evaluating the adequacy of the procedures by which data was collected and analyzed
 - C. To stimulate a review of the research literature related to some aspect of your field
- II. The means to be used in attaining these aims are:
 - A. Three quizzes
 - B. A research proposal of 5 - 15 pages as a device for integrating what you have learned about research
 - C. Critiques of published research articles
 - D. Use of computer to search ERIC and other data bases to locate previous research of interest
- III. This course is intended primarily to familiarize you with the concepts of research as they are typically applied in the field of education. It is **not** intended to be a one shot course to make you an expert researcher. However, all of the basic elements of successful research are covered in the course so if you are thorough in your study, you can greatly enhance your ability to participate in and conduct research.

The course is organized generally in the sequence of topics contained in a **research proposal**. These elements include:

- A. Location or identification of a problem
- B. Restriction in scope of the problem
- C. Review of relevant literature
- D. Statement of a hypothesis or research questions
- E. Description of the target population and selection of a sample
- F. Conceptual and Operational Definitions of all Variables
- G. Selection or development of all instruments
- H. Description of a treatment if an experiment
- I. Description of proposed data collection procedures
- J. Type of analysis planned
- K. Significance or importance of the proposed research
- L. Time schedule (budget may be ignored for our purposes)

Above is given an approximate timetable which contains the reading assignments from your text *Introduction to Research in Education*, 6th edition, by Ary, Jacobs and Razavieh (available from AU Bookstore). It is **strongly** recommended that you read the assignment **PRIOR** to viewing the online presentation class. While the presentations in class will be structured, you are encouraged to email me questions or comments which I will try an address in the subsequent presentation. Unlike most of your other online courses, I do not have students present in the room when I broadcast the presentations. That way, I can concentrate on you, the distance learners. Since most of you are probably not familiar with research proposals, a number of them have been scanned and placed on the website. Please feel free to consult several of these in order to gain a better idea of what a research proposal contains. You are also strongly advised to study Chapter 16 in your text for further guidance in preparing a research proposal. **BEFORE PREPARING A FULL SCALE PROPOSAL, BE SURE TO EMAIL ME A BRIEF DESCRIPTION OF YOUR IDEA (THIS IS WHAT I CALL A “MINIPROPOSAL.”**

As I explained in an earlier email, the videos you will watch were originally recorded fall semester, 2004. In that semester the first class period was held with most of the students present on campus in class. There were no students present for the other videos. On the website you access the view the videos, the videos are still classified by their original dates of transmission. So to reduce the confusion, you may use the following table to translate between the Video numbers and the dates by which they are classified.

Video Number	Original Record Date
Video 1	August 24
Video 2	August 31
Video 3	September 7
Video 4	September 14
Video 5	September 21
Video 6	September 28
Video 7	October 5
Video 8	October 12
Video 9	October 19 (both session 1 & 2)
Video 10	October 26
Video 11	November 2
Video 12	November 11
Video 13	November 12
Video 14	November 30

To view a video, just hold down the control key and click on the website. You will be taken directly to a list of videos. Also available at the same web location are the class notes for each session.

One additional note: when these videos were recorded, there was some miscommunication between the technician and myself. She actually began recording about 5 to 10 seconds before telling me so at the beginning of some of the videos, I appear to be waiting around to begin the class. I hope to have these brief periods edited out by the beginning of the semester. If not, please overlook them.

Each participant in the course will be required to take the quizzes, complete a research proposal on a topic of his/her choice -- and to which the instructor has agreed, and conduct a critique of one or more published articles. Grades in the course are determined on a total point system. The tests, proposal, and problems will have **APPROXIMATELY** the following weights:

	Approximate Maximum Points
Quiz 1	40
Quiz 2	40
Quiz 3	40
Proposal	40
Article Critique	10

Approximate cutoff points are:

90 % and up	A
80 % - 89 %	B
70 % - 79 %	C
65% - 69%	D
Below 65 %	F

Remember, since there is no grading on the curve, how well you do in the course depends solely upon YOU. It is unaffected by how well or poorly others do.

If you have questions at any time during the quarter, and most people do, please feel free to contact me at 4036 Haley Center, Tel. 334-844-4460. Or email me at spencwa@auburn.edu.

Quizzes and Submission of Work

Each participant in the course will be required to identify a proctor for the quizzes. The quizzes will be scheduled for a particular day and just before that day, the quiz will be emailed as an rtf attachment to the proctor. There will be a three day window during which the student will arrange to take the quiz under the supervision of the proctor. The quiz may be printed out, taken with paper and pencil and then faxed back to the instructor at (334) 844-3072. Or, the proctor may save the quiz as an attachment and give the quiz to the student. Then the student may open the document in a word processor, take the quiz by typing the letter of the correct alternative after the question stem and by typing in the answer to any short answer questions, then email me the saved document directly at spencwa@auburn.edu. The proposal and the article critique may be emailed to me, faxed, or sent regular mail just so long as I receive them by the due date. Class members should confirm with their proctors the arrangements regarding quizzes, however, as in the past I have encountered some problems with proctors being unavailable at the appointed time and the like. I will provide specific feedback on each quiz to each participant.

Notice Regarding Access

Auburn University is committed to providing accommodations and services to students with documented disabilities. Students who have questions or need special accommodations to participate in distance education courses should contact The Program for Students with Disabilities, 1244 Haley Center, Auburn University, AL 36849; PH: (334) 844-2096; FAX: (334) 844-2099; E-Mail: haynemd@auburn.edu; URL: <http://www.auburn.edu/disability>.