



HIED 5379: METHODS OF RESEARCH  
SPRING 2018

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**Required Materials**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.  
Johnson, R. B., & Christensen, L. B. (2016). *Educational research: Quantitative, qualitative, and mixed approaches* (6th ed.). Thousand Oaks, CA: Sage.  
Onwuegbuzie, A. J., & Frels, R. K. (2016). *Seven steps to a comprehensive literature review: A multimodal and cultural approach*. London, England: Sage.

*Please note that the syllabus is subject to change.*

**Required Tools**

1. Students should have access to a reliable Internet connection and be familiar with basic Microsoft software programs including Word, PowerPoint, and Excel. In addition, students will need to establish a SHSU student email account (see [http://www.shsu.edu/~ucs\\_www/](http://www.shsu.edu/~ucs_www/)) in order to utilize the reference collections and SPSS software via a remote connection.
2. Blackboard: Students will be expected to utilize Blackboard for assignments, discussion boards, and announcements. Students can access blackboard through the Sam Houston State University Online website at <http://distance.shsu.edu/blackboard/>.
3. Please become familiar with the resources managed by the Newton Gresham Library by visiting the website: <http://library.shsu.edu/>
4. Live synchronous sessions will be held every other Tuesday between 6:00PM - 7:00PM central time via either GoToMeeting or Zoom, depending on how many students attend. It is not required that students attend these live sessions but they will be an opportunity to ask question and engage with other students in the course. Recordings of synchronous lectures will be available immediately following these sessions. The first live synchronous session will begin on Tuesday, January 23, 2017.

**Course Description:** (SHSU Graduate Catalog, p. 171)

*Study is made of types and methods of educational research, the collecting, analyzing, and sharing of data with the public. The student is expected to complete a research project or field study utilizing appropriate methods of educational research.* Credit: 3 hours.

This course is designed to guide graduate students in the College of Education through the process of conducting a research study. More specifically, this course provides an overview of major methodological concepts, tools, and principles used in contemporary educational research. Through reading, writing, and discussions the course emphasizes skill development in locating, evaluating, and interpreting educational research for the purpose of school improvement.

### **Taking HIED 5379 in an On-Line Format**

After communicating with the lead author of our course textbook, R. Burke Johnson—a co-author of mine—we would like to emphasize the following points that he makes in his online courses: Many materials have been created to help you succeed in learning the material in your textbook. However, as you know, taking a class online requires a much different approach to learning because you do not have a teacher talking directly to you at a set time each week. If you approach taking HIED 5379 in an online format as a class that is going to be easy, we predict that you will find the difficulty and work load to be far more than you expect. Perhaps the primary reason for this is because many students are not used to learning and to communicating solely through the written/computer medium. Some of the reasons that students experience difficulties in a research (*especially online*) class includes but are not limited to: (a) research methods can be similar to learning a foreign language, which many research methods instructors believe is more easily accomplished in a classroom where everyone can have direct interaction, including verbal and nonverbal communication; (b) when taking online courses, some students delay studying, fall behind, and find that they are unable to catch up, and because the later chapters build on earlier chapters, falling behind is a recipe for failure; (c) some students seem to think that taking an online course will be easier, which is patently false; if you are very busy, have little time to study, and think that taking an online course is the answer, then we strongly suggest that you reconsider that logic; (d) many students seem to have much more difficulty learning the two statistics chapters in an online environment; (e) some students in online classes attempt to participate only to the required minimum and they fail to ask any questions; this attitude will hurt your performance; so, please note that *I strongly encourage you to ask any questions that you have* (and there are NO BAD questions, so do not worry about that!), and you WILL have questions. In short, if you want to learn the material, you are going to have to ask questions, answer other people's questions, and constantly interact with the other students, professor, and the learning materials. So, be advised that learning research methods this semester will take a lot of time and work.

**Course Goals:** This course has three main goals: (a) to increase your understanding of research concepts and procedures, (b) to develop your appreciation of the importance of research in education in general and higher education in particular, and (c) to develop your skill in preparing a research proposal.

Research typically involves several stages including planning (e.g., the thesis/dissertation proposal), conducting a pilot study, developing measurement tools, collecting data, analyzing data, and sharing the findings in written summaries. This course is designed to develop the knowledge and skills needed to conduct research at an emerging level of

proficiency. These skills will be refined through planning and practice in conducting research, guided by an experienced researcher(s).

### **COURSE OBJECTIVES AND STUDENT COMPETENCIES**

After completing the course, the student should be able to undertake the following:

1. Describe the role of educational research in educational improvement;
2. Discuss the philosophical underpinnings of educational research and describe the application of the scientific method.
3. Define terms and concepts commonly utilized in educational research
4. Demonstrate basic skills with information retrieval systems.
5. Demonstrate how to utilize effectively the library and its resources as part of the research process.
6. Demonstrate how to conduct all seven steps of the comprehensive literature review process.
7. Explain the difference among the quantitative, qualitative, and mixed research paradigms.
8. Explain the differences among the different methods of research, including experimental, nonexperimental, mixed methods, mixed model, phenomenology, ethnography, case study, grounded theory, and historical.
9. Discuss the interrelationships among theory, design, measurement, and analysis.
10. Select research problems and formulate testable hypotheses.
11. Explain and select appropriate sampling techniques.
12. Describe weak experimental, strong experimental, quasi-experimental, factorial, and single case research designs.
13. Describe the different kinds of mixed research.
14. Describe the different kinds of nonexperimental quantitative research.
15. Describe measurement and data collection procedures, including types of instrumentation and methods for determining reliability and validity.
16. Compare and contrast the following six major methods of data collection: tests, questionnaires, interviews, focus groups, observation, and secondary/existing data.
17. Identify and describe the major threats to internal validity of findings.
18. Identify and describe the major threats to external validity of findings
19. Identify types of measurement scales and procedures for scoring/coding data.
20. Apply descriptive statistical methods, including measures of frequency, central tendency, variability, normal curve, relative position, and relationship.
21. Identify and describe the common graphical methods used for presenting data
22. Describe the logic of experimental and statistical control.
23. Identify and explain inferential statistical methods for testing significance, including *t* tests, analysis of variance (ANOVA), analysis of covariance (ANCOVA), regression, and chi-square analysis.
24. Explain the process of research proposal development, including how to design a research study.
25. Explain the difference between statistical and practical significance.
26. Identify ethical and legal considerations involved in conducting and reporting educational research.
27. Demonstrate knowledge of the major steps involved in conducting a research study.
28. Demonstrate knowledge of how to evaluate research reports using the scientific method.
29. Demonstrate skill in writing in the format of the American Psychological Association.

30. Write a formal research proposal.

**Students will develop the following competencies:**

Competency 1: Use data to promote academic achievement of all students.

- Interpret student assessment data (normal curve, central tendency and dispersion measures, z-scores, *t* scores, stanines, standard error of measure, achievement and aptitude tests)
- Interpret research findings to identify strengths and areas for improvement in a higher education institution
- Interpret quantitative data
- Interpret qualitative data

Competency 2: Use data for overall school improvement.

- Evaluate an (higher) educational program
- Communicate data and implications to teachers and other administrators
- Design instruments (e.g., questionnaires, protocols for interviews and focus groups)
- Identify the types of variables and data (categorical, continuous, scales of measurement)
- Explain the limits of making generalizations

Competency 3: Evaluate evidence-based claims (critical consumers of educational research).

- Describe legal, ethical, and political considerations in conducting research.
- Describe the role of research in evidence-based (higher) education.
- Critique research reports from government agencies, research institutes, and educational materials publishers.
- Describe benefits and shortcomings of experimental design
- Access research resources and databases in (higher) education.

**ADDITIONAL COMMENTS ABOUT PLAGIARISM AND HONESTY**

Using the words, ideas, or conclusions of another person without giving proper credit is a form of intellectual dishonesty known as **PLAGIARISM**. This behavior always has been, and still is, unacceptable and dishonest. Exact quotations must be cited according to the APA style manual (6th Ed.). Paraphrasing means to restate, therefore, the wording must be completely changed. Altering a few words or phrases is not sufficient...the entire passage must be restated in **YOUR OWN** words (Tomberlin, 1995). (There is more about plagiarism in this syllabus.)

You are in an elite group having arrived at this place in your educational career through diligent work and your ability to persevere. Do not jeopardize your place in this program by succumbing to the dishonest production of required work—it will be dealt with swiftly.

**ASSIGNMENTS/ASSESSMENTS/PROJECTS**

**1. Discussion Board Participation (150 total points)**

Students are expected to participate in all online discussion activities with correct English usage, accurate spelling, and grammar. Each of the eight modules contains one discussion forum, which should be completed by the first week of the module. Students are expected to post responses to the discussion question(s) **at least three times** each week of the module. Please refer to NETiquette at

<http://www.albion.com/netiquette/corerules.html> for appropriate decorum on the Internet.

Points for participation will be given for:

- Offering up ideas or resources and inviting a critique of them
- Asking challenging questions
- Articulating, explaining, and supporting positions on ideas
- Exploring and supporting issues by adding explanations and examples
- Reflecting on and re-evaluating personal opinions
- Offering a critique, challenging, discussing, and expanding ideas of others
- Negotiating interpretations, definitions, and meanings
- Summarizing previous contributions and asking the next question
- Proposing actions based on ideas that have been developed

See Blackboard for specific discussion guidelines and scoring rubrics.

## **2. Application Assignments (350 total points)**

Students will develop five specific application assignments which are to be written in APA style (sixth edition). Each assignment is related to the week's readings and are as follows:

- Assignment 1: Library Certificate (50 points)
- Assignment 2: Time Series Design (75 points)
- Assignment 3: Qualitative Research (75 points)
- Assignment 4: Survey Monkey (75 points)
- Assignment 5: SPSS / EZAnalyze (75 points)

See Blackboard for specific assignment details and scoring rubrics.

## **3. Chapter Quizzes (200 total course Points)**

Students will have examinations for 20 chapters that we are covering this semester.

Some chapters and weeks involve two or more quizzes and others do not. Please see the course schedule for quiz dates. Each quiz will be open book (i.e., you can use your book and notes) but you still must learn the material first because the examinations are timed. You will only have 60 minutes to complete each examination, which means that **you will not have time to learn the material for the first time while taking the examinations. Important note regarding online examinations:** if anyone in the class approaches you about sharing information about the online examinations, it is your **ethical duty** to contact the instructors. Cheating of this sort or any other sort will result in dismissal from the course, with a grade of F.

## **4. Reflexive Journal (50 Points)**

Each student will maintain a reflexive journal. This journal labeled, "HIED 5379 Reflections," should be updated on at least a bi-weekly basis. This journal is not submitted until the final week of the course but should be started in the first week. It should consist of experiences, thoughts, reflections, opinions, and attitudes towards the HIED 5379 course. These journals, which must be at least eight double-spaced pages in length, must be typed (e.g., Word document). The evaluation of your journal will be based upon the quality and quantity of your reflections as you move through the course. Because you are graduate students, expectations for this reflexive journal are high. All information will be kept confidential.

## **5. Research Prospectus (0 Points)**

Each student will write a quantitative, qualitative, or mixed research prospectus. This prospectus will represent an abbreviated version of a research proposal. It is encouraged that the study proposed is in each student's area of research. The

proposed investigation MUST provide sufficient information about the statement of the problem, list of potential topics and/or headings for the literature review section, theoretical framework/conceptual framework, rationale of the study, statement of the purpose, research questions, hypotheses (if relevant), educational significance, population/context, sampling frame, selection criterion, participants, instruments, procedures, and analyses. The main body of the quantitative research prospectus (i.e., not including reference pages and appendices) must not exceed 10 pages double-spaced using 12-point font and 1-inch margins. Please note that complete and consistent references must be provided. Your prospectus must be submitted in APA style (sixth edition). Please note that the quantitative research prospectus will not be scored; however, detailed feedback will be given to help each student conduct and write a quality research proposal. Although no grade will be assigned to your prospectus, points will be deducted from your total class average for every day your prospectus is late.

#### **6. Final Group Project: Research Proposal (250 points)**

Each student will be assigned to a cooperative learning group comprising three to six students. Onwuegbuzie, Collins, and Elbedour (2003) found that groups containing six students, on average, produced the best group products in research methods courses and thus attained the highest scores—scoring between eight and 12 points higher than did groups containing two, three, four, or five students [cf. Onwuegbuzie, A. J., Collins, K. M. T., & Elbedour, S. (2003). Aptitude by treatment interactions and Matthew effects in graduate-level cooperative learning groups. *The Journal of Educational Research*, 96, 217-230.] Each cooperative learning group will submit a written research proposal. The goal is to allow students to practice formulating research questions, conducting reviews of the literature, selecting the research design and sampling design, identifying and/or designing the instrument(s), developing the procedures, selecting appropriate analyses, and identifying potential limitations of the study. That is, the research proposal should contain all the major elements of a traditional research proposal. Simply put, the goal is to allow students the opportunity cooperatively to practice the decision-making skills required for planning a research study with feedback from the instructor. To this end, *the research proposal must be original in its entirety*. It is expected that, upon completion of the proposal, students will be very familiar with the research process. As such, the research proposal will play a major role in *demythifying the research process*. **The main body (i.e., not including reference pages and appendices) must not exceed 20 pages using 12-point font, 1-inch margins all around, and double spaces throughout. That is, the reference list page should not begin any later than on page 21. Manuscripts in which this 20-page limit is exceeded will not be graded and will be assigned a score of zero. Please note that one point will be deducted for every missing, incomplete, or inconsistent reference.** Detailed feedback will be given, utilizing a scoring rubric. For each individual, his/her group score will be weighted by the participation score, such that if he/she receives 100% of the participation points available, his/her individual score will be exactly equivalent to the group score. If the student receives 90% of the participation points available, his/her individual score will be worth 90% of the group score, and so on. This research proposal should be completely written in APA style (sixth edition). Thus, you should check, if you are not certain, to verify all the parts that must be included in a research proposal. Your submission must include all of these parts. Missing parts and APA errors will result in substantial reductions in the grade you receive.

To download a model research proposal written by students who took the EDAD 5379 in Spring 2011 and who subsequently had their research proposal published in a journal, please download the file from the following link:

<http://www.macrothink.org/journal/index.php/ije/article/view/1604/1318>

The citation for this article is:

Bartlett, K., Floyd, J., Davis, S., Haas, G., Cox, K., Onwuegbuzie, A. J., & Frels, R. K. (2012). The use of a scoring rubric in an online research methodology course. *International Journal of Education*, 4(2), 1-58. doi:10.5296/ije.v4i2.1604

| Task/Assignment         | Points | Approximate % of Course Grade |
|-------------------------|--------|-------------------------------|
| Discussion Board        | 150    | 15 %                          |
| Quizzes                 | 200    | 20 %                          |
| Reflexive Journal       | 50     | 5 %                           |
| Application Assignments | 350    | 35 %                          |
| Final Group Project     | 250    | 25 %                          |

### **Grades**

**A = 1000 – 900 points**

**B = 899 – 700 points**

**C = 699 – 600 points**

**D = 599 – 500 points**

**F = Below 500**

A = Exceeds Standards and demonstrates learning beyond the course and stated expectations. “A” work is earned by learners who extend learning beyond the minimum presented in class and demonstrate developed reasoning, written, and verbal communication skills. A student cannot earn an A if any assignments are turned in late or are missing, even if the student earns 90% of the total points.

B = Meets Standards and demonstrates mastery of objectives assessed. “B” work is earned by learners who demonstrate responsibility by meeting all deadlines, attending class, completing homework assignments, and earning passing grades on assessments.

C= Inconsistent performance that may be impacted by incomplete assignments, absences, or tardiness. “C” work is earned for submissions with several mechanical errors or issues related to quality and quantity standards.

F= Failure to meet Standards as demonstrated by incomplete assignments, absences, tardiness, and failure to produce master’s level work.

## TENTATIVE SCHEDULE

### Module 1 (Week 1 and 2)

#### Reading Assignments

##### **Johnson and Christensen (2016):**

Chapter 1: Introduction to Educational Research

Chapter 2: Quantitative, Qualitative, and Mixed Research

##### **Onwuegbuzie and Frels (2016):**

Chapter 1: Foundations of the Literature Review

Chapter 2: The Literature Review

Chapter 3: Methodology of the Literature Review

#### Assignments Module 1

1. Complete Discussion Board

2. Begin Reflexive Journal (Due final week of the course)

3. Take Chapter Quizzes

#### Supplemental Readings

Daniel, L. G., & Onwuegbuzie, A. J. (2007). Editorial: Effective use of APA in style manuscript preparation. *Research in the Schools*, 14(1), i-x.

Onwuegbuzie, A. J., Collins, K. M. T., & Elbedour, S. (2003). Aptitude by treatment interactions and Matthew effects in graduate-level cooperative learning groups. *The Journal of Educational Research*, 96, 217-230. doi:10.1080/00220670309598811

Onwuegbuzie, A. J., Combs, J. P., Slate, J. R., & Frels, R. K. (2009). Editorial: Evidence-based guidelines for avoiding the most common APA errors in journal article submissions. *Research in the Schools*, 16(2), ix-xxxvi.

Onwuegbuzie, A. J., & DaRos-Voseles, D. A. (2001). The role of cooperative learning in research methodology courses: A mixed-methods analysis. *Research in the Schools*, 8(1), 61-75.

Onwuegbuzie, A. J., Slate, J. R., Combs, J. P., & Frels, R. K. (2011, January 6). *Have you found some APA style rules more challenging to learn than others?* [Blog post]. Retrieved from <http://blog.apastyle.org/apastyle/2011/01/have-you-found-some-apa-style-rules-more-challenging-to-learn-than-others.html>

### Module 2 (Week 3 and 4)

#### Reading Assignment

##### **Johnson and Christensen (2016):**

Chapter 3: Action Research for Lifelong Learning

Chapter 4: How to Review the Literature and Develop Research Questions

Chapter 5: How to Write a Research Proposal

Chapter 6: Research Ethics



**Onwuegbuzie and Frels (2016):**

Chapter 4: Step 1: Exploring Beliefs and Topics

**Assignments Module 2**

1. Complete Discussion Board
2. Continue Reflexive Journal
3. Take Chapter Quizzes
4. Complete Assignment 1: Library Certificate

**Supplemental Readings**

Boote, D. N., & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.  
doi:10.3102/0013189X034006003

Dellinger A. B. (2005). Validity and the review of the literature. *Research in the Schools*, 12(2), 41-54.

Onwuegbuzie, A. J., & Leech, N. L. (2006). Linking research questions to mixed methods data analysis procedures. *The Qualitative Report*, 11, 474-498.

**Module 3  
(Week 5 and 6)****Reading Assignment****Johnson and Christensen (2016):**

Chapter 10: Sampling in Quantitative, Qualitative, and Mixed Research  
Chapter 12: Experimental Research: Weak and Strong Designs  
Chapter 13: Experimental Research: Quasi and Single-Case Designs

**Onwuegbuzie and Frels (2016):**

Chapter 5: Step 2: Initiating the Search

**Assignments Module 3**

1. Complete Discussion Board
2. Continue Reflexive Journal
3. Take Chapter Quizzes
4. Complete Assignment 2: Time Series Design

**Supplemental Readings**

Shea, K. T., & Onwuegbuzie, A. J. (2008). Types of research designs. In C. A. Lassonde & S. E. Israel (Eds.) *Teachers taking action: A comprehensive guide to teacher research* (pp. 44-56). Newark, DE: International Reading Association.

## **Module 4** **(Week 7 and 8)**

### **Reading Assignment**

#### **Johnson and Christensen (2016):**

Chapter 14: Nonexperimental Quantitative Research

Chapter 15: Narrative Inquiry and Case Study Research

Chapter 16: Phenomenology, Ethnography, and Grounded Theory

#### **Onwuegbuzie and Frels (2016):**

Chapter 6: Step 3: Storing and Organizing Information

### **Assignments Module 4**

1. Post on Discussion Board
2. Continue Reflexive Journal
3. Take Chapter Quizzes
4. Complete Assignment 3: Qualitative Research

### **Supplemental Readings**

Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.  
doi:10.1177/1558689806298224

Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, 1, 112-133.  
doi:10.1525/sp.1960.8.2.03a00030

Onwuegbuzie, A. J., Dickinson, W. B., Leech, N. L., & Zoran, A. G. (2009). Toward more rigor in focus group research: A new framework for collecting and analyzing focus group data. *International Journal of Qualitative Methods*, 8(3), 1-21.

Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. T. (2008). Interviewing the interpretive researcher: A method for addressing the crises of representation, legitimation, and praxis. *International Journal of Qualitative Methods*, 7(4), 1-17.

Onwuegbuzie, A. J., Leech, N. L., & Collins, K. M. T. (2010). Innovative data collection strategies in qualitative research. *The Qualitative Report*, 15, 696-726. Retrieved from <http://www.nova.edu/ssss/QR/QR15-3/onwuegbuzie.pdf>

## **Module 5** **(Week 9 and 10)**

### **Reading Assignment**

#### **Johnson and Christensen (2016):**

Chapter 7: Standardized Measurement and Assessment

Chapter 8: How to Construct a Questionnaire

Chapter 17: Mixed Research

**Onwuegbuzie and Frels (2016):**

Chapter 8: Step 5: Expanding the Search—Media, Observation(s), Documents, Expert(s), and Secondary Data

**Assignments Module 5**

1. Post on the Discussion Board
2. Continue Reflexive Journal
3. Take Chapter Quizzes
4. Complete Assignment 4: Survey Monkey

**Supplemental Readings**

Weems, G. H., & Onwuegbuzie, A. J. (2001). The impact of midpoint responses and reverse coding on survey data. *Measurement and Evaluation in Counseling and Development*, 34, 166-176.

Weems, G. H., Onwuegbuzie, A. J., Eggers, S. J., & Schreiber, J. B. (2003). Characteristics of respondents who respond differently to positively- and negatively-worded items on rating scales. *Assessment and Evaluation in Higher Education*, 28, 587-607. doi:10.1080/0260293032000130234

Weems, G. H., Onwuegbuzie, A. J., & Lustig, D. C. (2003). Profiles of respondents who respond inconsistently to positively- and negatively-worded items on rating scales. *Evaluation and Research in Education*, 17(1), 45-60. doi:10.1080/14664200308668290

**Module 6  
(Week 11 and 12)****Reading Assignment****Johnson and Christensen (2016):**

Chapter 9: Methods of Data Collection

Chapter 11: Validity of Research Results in Quantitative, Qualitative, and Mixed Research

**Onwuegbuzie and Frels (2016):**

Chapter 8: Step 5: Expanding the Search—Media, Observation(s), Documents, Expert(s), and Secondary Data

**Assignments Module 6**

1. Post to Discussion Board
2. Continue Reflexive Journal
3. Complete Group Prospectus
4. Take Chapter Quizzes

**Supplemental Readings**

Onwuegbuzie, A. J. (2003). Expanding the framework of internal and external validity in quantitative research. *Research in the Schools*, 10(1), 71-90.

Onwuegbuzie, A. J., & Daniel, L. G. (2002). A framework for reporting and interpreting internal consistency reliability estimates. *Measurement and Evaluation in Counseling and Development*, 35, 89-103.

Onwuegbuzie, A. J., Daniel, L. G., & Collins, K. M. T. (2009). A meta-validation model for

assessing the score-validity of student teacher evaluations. *Quality & Quantity: International Journal of Methodology*, 43(2), 197-209.

Onwuegbuzie, A. J., & Johnson, R. B. (2006). The validity issue in mixed research. *Research in the Schools*, 13(1), 48-63.

Onwuegbuzie, A. J., & Leech, N. L. (2007). Validity and qualitative research: An oxymoron? *Quality & Quantity: International Journal of Methodology*, 41, 233-249. doi:10.1007/s11135-006-9000-3

## **Module 7** **(Week 13 and 14)**

### **Reading Assignment**

#### **Johnson and Christensen (2016):**

Chapter 18: Descriptive Statistics

Chapter 19: Inferential Statistics

#### **Onwuegbuzie and Frels (2016):**

Chapter 9: Step 6: Analyzing and Synthesizing Information

### **Assignments Module 7**

1. Post to Discussion Board
2. Complete Reflexive Journal
3. Take Chapter Quizzes
4. Complete Assignment 5: EZAnalyze / SPSS

### **Supplemental Readings**

Leech, N. L., Onwuegbuzie, A. J., & Daniel, L. G. (2007). Arithmetic mean definition. In N. J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics* (pp. 43-44). Thousand Oaks, CA: Sage. (Handout)

Onwuegbuzie, A. J., & Daniel, L. G. (2002). Uses and misuses of the correlation coefficient. *Research in the Schools*, 9(1), 73-90.

Onwuegbuzie, A. J., Daniel, L. G., & Leech, N. L. (2007). Measures of central tendency. In N. J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics* (pp. 586-591). Thousand Oaks, CA: Sage. (Handout)

Onwuegbuzie, A. J., Daniel, L. G., & Leech, N. L. (2007). Pearson's product moment correlation coefficient. In N. J. Salkind (Ed.), *Encyclopedia of Measurement and Statistics* (pp. 750-755). Thousand Oaks, CA: Sage.

## **Module 8** **(Week 15 and 16)**

### **Reading Assignment**

#### **Johnson and Christensen (2016):**

Chapter 20: Data Analysis in Qualitative and Mixed Research

Chapter 21: How to Prepare a Research Report and Use APA Style Guidelines

**Onwuegbuzie and Frels (2016):**

Chapter 10: Step 7: Presenting the CLR Report—Planning Phase

Chapter 11: Step 7: Presenting the CLR Written Report

**Assignments Module 8**

1. Post to Discussion Board
2. Reflexive Journal Due
3. Take Chapter Quizzes
- 4. Group Final Project Due**

**Supplemental Readings**

Frels, R. K., Onwuegbuzie, A. J., & Slate, J. R. (2010). Editorial: A typology of verbs for scholarly writing. *Research in the Schools*, 17(1), xiv-xxv.

Hahs-Vaughn, D. L., Onwuegbuzie, A. J., Slate, J. R., & Frels, R. K. (2009). Editorial: Bridging research-to-practice: Enhancing knowledge through abstracts. *Research in the Schools*, 16(2), xxxvii-xlv.

Leech, N. L., & Onwuegbuzie, A. J. (2007). An array of qualitative data analysis tools: A call for qualitative data analysis triangulation. *School Psychology Quarterly*, 22, 557-584. doi:10.1037/1045-3830.22.4.557

Leech, N. L., & Onwuegbuzie, A. J. (2008). Qualitative data analysis: A compendium of techniques and a framework for selection for school psychology research and beyond. *School Psychology Quarterly*, 23, 587-604. doi:10.1037/1045-3830.23.4.587

Onwuegbuzie, A. J., Hwang, E., Combs, J. C., & Slate, J. R. (2012). Editorial: Evidence-based guidelines for avoiding reference list errors in manuscripts submitted to journals for review for publication: A replication case study of *Educational Researcher*. *Research in the Schools*, 19(2), i-xvi.

Onwuegbuzie, A. J., Hwang, E., Frels, R. K., & Slate, J. R. (2011). Editorial: Evidence-based guidelines for avoiding reference list errors in manuscripts submitted to journals for review for publication. *Research in the Schools*, 18(2), i-xli. Retrieved from <http://msera.org/rits.htm>

Onwuegbuzie, A. J., Slate, J. R., Leech, N. L., & Collins, K. M. T. (2007). Conducting mixed analyses: A general typology. *International Journal of Multiple Research Approaches*, 1(1), 4-17. doi:10.5172/mra.455.1.1.4

## Spring 2018 Calendar

Course work and assignments are built upon the notion that students are expected to spend a minimum of 8 hours per week on preparation for this course. Remember that all course materials should be used as a resource for completing assignments. Other resources can be utilized and are highly encouraged.

| Week | Date                    | Module       | Assignments Due                              |
|------|-------------------------|--------------|--|
| 1    | January 17 – 21         | Module 1     | Discussion Board                             |
| 2    | January 22 – January 28 | Module 1     | Quizzes                                      |
| 3    | January 29 – February 4 | Module 2     | Discussion Board                             |
| 4    | February 5 – 11         | Module 2     | Quizzes, Assignment 1                        |
| 5    | February 12 – 18        | Module 3     | Discussion Board                             |
| 6    | February 19 – 25        | Module 3     | Quizzes, Assignment 2                        |
| 7    | February 26 – March 4   | Module 4     | Discussion Board                             |
| 8    | March 5 – 11            | Module 4     | Quizzes, Assignment 3                        |
| 9    | March 12 – 18           | Spring Break | Spring Break                                 |
| 10   | March 19 – 25           | Module 5     | Discussion Board                             |
| 11   | March 26 – April 1      | Module 5     | Quizzes, Assignment 4                        |
| 12   | April 2 – April 8       | Module 6     | Discussion Board, Group Prospectus           |
| 13   | April 9 – 15            | Module 6     | Quizzes                                      |
| 14   | April 16 – 22           | Module 7     | Discussion Board                             |
| 15   | April 23 – 29           | Module 7     | Quizzes, Assignment 5                        |
| 16   | April 30 – May 6        | Module 8     | Discussion Board, Quizzes, Reflexive Journal |
|      |                         |              | Group Final Project                          |

### Conceptual Framework Statement, Descriptors (5 indicators) and Logo:

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.



### FOR YOUR INFORMATION

#### Course Requirements & SHSU Policies:

1. Students are expected to use conventions noted in the *Publication Manual of the American Psychological Association*, 5th edition, for citing sources.
2. Papers and reports will be submitted electronically and may be evaluated for originality of content and accuracy of quotes and paraphrasing. **Plagiarized work will automatically receive a failing grade.**

### Academic Honesty

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see:

#### [Dean of Student's Office](#)

Students are reminded that *Plagiarism* is scholarly theft, and it is defined as the unacknowledged use of others' work. More specifically, any written or oral presentation in which the writer or speaker does not distinguish clearly between original and borrowed material constitutes plagiarism. Because students, as scholars, must make frequent use of the concepts and facts developed by other scholars, plagiarism is not the mere use of another's facts and ideas. However, it is plagiarism when students present the work of other scholars as if it were their own work. Plagiarism is a serious offense. An act of plagiarism may lead to a failing grade on the paper and in the course, as well as sanctions that may be imposed by the student judicial system which can include expulsion from the university.

### Assignments

Assignments are due as stated. Any project handed in after the due date will result in lowering your project grade by one letter grade for every calendar day it is late (including weekends). For example, if the project is handed in the day after the due date, then the project will be lowered by 10 points. If the project is handed in the next day, then it will be 20 points).

### Attendance/Participation

I expect you to model the kinds of professional behavior expected in a workplace, that is, to attend any scheduled course meetings/discussions. Please notify me in advance to the extent possible if you are going to miss (or be late) a class meeting. I can usually be reached, by phone or email. If you are unable to reach me, please contact the Department of Educational Leadership at (936) 294-1147.

### Email Accounts

All students are expected to check and use the University-provided e-mail address as the primary mode of communication for this course. If I need to communicate with you regarding course announcements, questions, changes to the schedule, etc. I will do so through your Sam Houston State University e-mail address. If you choose to forward your SHSU e-mail to an alternate account (e.g., gmail, yahoo), then you are responsible for making sure the forwarding mechanism is working correctly.

### Non-discrimination

The Texas State University System, including its Components, is an equal opportunity/-affirmative action employer and complies with all applicable federal and state laws regarding non-discrimination and affirmative action, including Title IX of the Education



Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The Texas State University System, including its Components, is committed to a policy of non-discrimination and equal opportunity for all persons regardless of race, sex, color, religion, national origin or ancestry, age, marital status, disability, or veteran status, in employment, educational programs, and activities and admissions. Inquiries concerning discrimination should be directed to the following:

Address:

Jeanine Bias  
Associate Dean of Students  
Lowman Student Center, Suite 215  
936-294-3026  
[jbias@shsu.edu](mailto:jbias@shsu.edu)

Student Absences on Religious Holy Days Policy:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see:

<http://www.shsu.edu/dept/academic-affairs/documents/aps/students/861001.pdf>

Students with Disabilities Policy

Any student with a disability that affects his/her academic functioning should contact the Services for Students with Disabilities (SSD) Office located in the Lee Drain Annex (next to Farrington) telephone 936-294-3512, TDD 936-294-3786 to apply for accommodations. In the event that accommodations are approved by SSD, the student is advised to schedule an appointment with the course instruction in order to present his/her accommodation form and discuss the arrangements for the accommodations.

\*\*\*\*This syllabus is subject to change at instructor's discretion (not to conflict with University policies). Any such changes will be announced. Students are responsible for incorporating these changes.