San Diego State University
Department of Special Education
ED 690: Methods of Inquiry
Fall 2014

Section #3 (21169)
Mon 7:00 – 9:40pm
Class Location: NE 073

Instructor Information:
Christopher Brum, M.Ed.         Sara McDaniel, M.Ed.
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Office: NE 72C                   Office: NE 72C
Office Hours: By appointment     Office Hours: By appointment

Required Materials:


3. Additional reading materials (book chapters & peer reviewed articles) will be made available by the instructors on Blackboard as needed

Course Description:
This course is designed to provide graduate students in the College of Education an introduction to educational research. Moreover, it is intended to enable students to become critical evaluators of educational research and provides an overview of (a) the historical and philosophical context of research, (b) library literature searches/reviews, (c) basic descriptive and inferential statistics, (d) quantitative and qualitative research design methodologies, (e) basic concepts in research design, analyses, and interpretation, and (f) the influence of culture on the design, implementation and evaluation of applied research.

This special section for students in Special Education includes the areas typically covered in a graduate class in educational research as well as topics related to the study of individuals with exceptionalities. For example, particular attention is given to sampling, design, and analysis procedures used with small, diverse populations and to design, implementation, and data analysis for single subject research studies.

Course Objectives and Learning Outcomes:
Education 690 provides students with opportunities to acquire knowledge and skills in the evaluation, use, and production of educational and behavioral research. The primary purpose of the course is to provide special educators with the tools needed to access, evaluate, and apply research findings to their professional practice. In addition, students will learn basic principles for the design and implementation of the research activities to be carried out as part of their master's degree experience.

Upon completion of this course, students will:

1. Locate, analyze, and critique professional literature and other types of information related to professional practice.
2. Discuss ethical considerations in research to include providing attribution for the work of others, confidentiality, and the protection of human subjects.

3. Evaluate professional literature in relation to selection of the problem, background of the study, sample selection, measures, procedures, results, and discussion.

4. Select and define research problems related to professional practice.

5. Analyze and interpret research results using descriptive, parametric, and nonparametric techniques.

6. Develop a research plan to address problems related to professional practice. That research plan will include a statement of the problem, background (to include a review of related literature), sample selection plan, description of measures, description of treatment(s) if necessary, procedures, data analysis plan, and projected timeline.

7. Write a report of research that includes an abstract, introduction, methods, results, discussion, and references.

**Course Format:**
Course topics will be covered through readings, class discussions, presentations, and group work. Students are expected to critically discuss research and how it applies to public education and their specific disciplines.

**Information Technology Resources**
All students enrolled in the course must have access to a computer, internet and e-mail. Communication between the instructor and students will be conducted primarily via e-mail. Course materials will be available online on Blackboard. Instructions will be provided to students on how to access Blackboard. Students are responsible for obtaining ALL materials and submitting ALL assignments to Blackboard.

**Course Requirements and Assignments:**

**A. Attendance and Class Participation (10 points).** Students are expected to attend and participate in each class. Attendance will be taken at the beginning of each class session. Please notify the instructor 24-48 hours in advance if you will be late or absent to class. Students who do not notify and acquire the approval of the instructor prior to the date of a missed class will not receive credit for class participation that session. Students who are excused are responsible for all material and information presented during class and will not be penalized. An excused absence for class is not an approval for the late delivery of assignments. Absences should be limited to emergencies or absolute necessities that would justify the absence. Students who are absent five (5) or more classes without excuse will be subject to an incomplete or failure at the instructor's discretion.

**B. Qualitative and Quantitative Research Proposals (35 Points each)**
Students will develop TWO brief proposals for an educational research study of interest to them. The first research proposal will utilize a *quantitative* approach and design to gather data and interpret findings. This proposal will be due Monday, October 27, 2014 before 7:00pm PST.

The second proposal will use a *qualitative* approach and design to answer or explore a research question. This assignment will be due on Monday, December 8, 2014 before 7:00pm PST.
BOTH proposals must include the following sections:
1) Introduction (with a brief literature review)
2) Purpose of the study (including specific research question for quantitative or issue to be explored for qualitative)
3) Methods (including the research design and data analysis approach)
4) Dissemination plan for research findings

You will not actually carry out this study, but rather write it as though you would at a future date. Additional guidelines and rubrics regarding these assignments will be provided in class.

C. Qualitative and Quantitative Article Reviews (10 points each)
Students will utilize the online research databases discussed in the course to find a qualitative and a quantitative research article in their area of specialization and that is of interest to them. Using the template available on Blackboard, students will then submit a review of each article on Monday, December 15, 2014 before 7:00pm PST.

D. SDSU Ethics Tutorial (Credit/No Credit)
Students will complete the SDSU web-based tutorial Human Subjects in Research. This is a requirement of the National Institute of Health (NIH) for all personnel involved in human subjects research and also a requirement of the SDSU Institutional Review Board (IRB). Upon completion of the ethics module submit the certificate of completion provided to the university via Blackboard. To create a login and access the module visit: https://www-rohan.sdsu.edu/~gra/login.php.

This assignment must be completed by Monday, December 15, 2014 before 7:00pm PST. Failure to complete this assignment will result in a 10-point deduction in course points.

University and Instructor Policies

A. SDSU Policies
Students are held individually responsible for the information included in the General Catalog of San Diego State University. All students are strongly advised to be fully informed of University Policies specified in the General Catalog. Students are specifically urged to familiarize themselves with SDSU nondiscrimination policies and the SDSU policy on plagiarism.

B. Students with Special Needs
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

C. Conduct in Class, Schools and Community
It should go without saying that students enrolled in Education classes at SDSU are expected to model the highest standard of excellence for student-teacher behavior. Students are expected to come to class fully prepared and willing to engage in the class discussion and activities. Disruptive behavior will not be tolerated and students are encouraged to advise the instructor when student behavior is not conducive to their learning. Students are expected to be fully familiar with and act in accordance with the CEC Code of Ethics and Standards of Practice for Educators of Persons with Exceptionalities.
Other Issues

1. **Please turn ALL cell phones off. This is a tremendous distraction to all members of the class including the instructor.**

2. **Do not use a computer or laptop unless** you are using it for the explicit purpose of meeting course requirements. Do not come to this class to work on assignments for other courses, work on your Facebook, search the internet, do email, etc. The computers in the class are not to be used unless you are specifically assigned to use them for course requirements in class. Text messaging and email correspondence in class is rude and inappropriate. Students found to be using laptops for email communication, social networking, web browsing, and activities unrelated to the course will be asked to leave the class and be penalized 25% of their total grade points.

3. **Sidebar conversations are a distraction.** The instructor is attempting to speak over a conversation and is often trying to listen for comments. If the conversation is that important, please take it outside. If you need to speak with another student have the courtesy of quietly leaving the classroom.

4. Discussion and opinions about any topic are welcome. Disagreements are welcome. However, the expectation is that opinions will be rendered respectfully, professionally, and ethically. This means as an educator you take into consideration the harm or the good your comments may present both to yourself and your audience.

5. **NOTICE OF POLICY REGARDING PLAGIARISM AND CHEATING**
   Students are expected to exhibit academic conduct that reflects the highest levels of honesty and integrity. Students preparing to be teachers must exemplify the conduct and behavior they expect of their students. All work submitted for this course must be **original, solely authored by the student, and not have been submitted or presented in previous courses.** According to SDSU policy, plagiarism is defined as “...the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the University as one’s own work to fulfill academic requirements without giving credit to the appropriate source.” Please note that SDSU considers “...submitting work, either in part or in whole, completed by another” and/or “...submitting as one’s own work papers purchased from research companies” to be plagiarism. SDSU policy considers “submitting work previously presented in another course, if contrary to the rules of the course” cheating. For more information about SDSU policy regarding cheating and plagiarism please go to [http://its.sdsu.edu/resources/turnitin/pdf/Plagiarism_AcadSen.pdf](http://its.sdsu.edu/resources/turnitin/pdf/Plagiarism_AcadSen.pdf). **There is a ZERO tolerance policy for any degree of plagiarism or cheating.** The Student Disciplinary Procedures for The California State University specifically prohibits cheating or plagiarism and provide that such acts may result in a student being expelled, suspended, placed on probation, or given a lesser sanction. Any act of plagiarism and cheating will be aggressively addressed consistent with University and Department policy.

E. **Submitting Assignments**
   All assignments must be submitted via Blackboard and are due on the date indicated on the **Class Schedule** without exception. **Late assignments will be penalized.** Any assignment received on any day during the week following the due date will automatically be lowered one letter grade below the grade earned and one additional letter grade each additional week that the assignment is late. THE INSTRUCTOR WILL NOT BE RESPONSIBLE FOR NOTIFYING STUDENTS OF ASSIGNMENTS THEY HAVE FAILED TO SUBMIT.
F. Course Syllabus Revisions
The instructor reserves the right to make changes in the syllabus and schedule in order to better accommodate the learning needs of the class and address the availability or lack thereof, of instructional resources. This may include addressing or revising the schedule of topics that may not be reflected in the syllabus. The instructor will inform the class in advance of any schedule changes and when possible provide students ample opportunity to discuss changes and suggest alternatives that better suit their needs.

H. Grade Points and Grading Procedures
Grades will be awarded based on the percentage of the total points awarded for meeting course requirements as indicated below.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% of Total Points Earned</th>
<th>Letter Grade</th>
<th>% of Total Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 to 100%</td>
<td>C+</td>
<td>77 to 79.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90 to 93.9%</td>
<td>C</td>
<td>73 to 76.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87 to 89.9%</td>
<td>C-</td>
<td>70 to 72.9%</td>
</tr>
<tr>
<td>B</td>
<td>83 to 86.9%</td>
<td>D</td>
<td>60 to 69.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80 to 82.9%</td>
<td>F</td>
<td>0 to 59.9%</td>
</tr>
</tbody>
</table>

Grades are assigned on the basis of the points earned for each assignment, quiz or exam and are nonnegotiable. Students are advised to familiarize themselves with SDSU grading policies. Grades shall be assigned as follows consistent with SDSU Plus/Minus Grading policy. Total percentage points will be rounded up (≥ 0.5) or down (≤ 0.5) to determine the final letter grade.
## ED 690: Methods of Inquiry (Sec. 3 - Monday)
### Course Schedule – Fall 2014

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>INSTRUCTOR</th>
<th>TOPIC</th>
<th>READINGS AND ASSIGNMENTS</th>
</tr>
</thead>
</table>
| 1    | Aug. 25, 2014 | Brum, McDaniel | Course Overview  
Introduction to Research  
Introduction to APA style | Gay, Mills, & Airasian (2012): Ch#1 |
| 2    | Sep. 1, 2014  |            | **LABOR DAY – NO CLASS**                                              |                           |
| 3    | Sep. 8, 2014  | McDaniel   | Ethics  
IRB’s  
CEC & BCBA codes reviewed  
Identifying a Research Topic | Gay, Mills, & Airasian (2012): Ch#1 & 2 |
| 4    | Sep. 15, 2014 | Brum       | Literature Reviews  
Research databases                                                      | Gay, Mills, & Airasian (2012): Ch#3 |
Overview  
Research Plan (Ch#4)  
Sample Selection (Ch#5)  
Measurement Instruments | Gay, Mills, & Airasian (2012): Ch#4, 5 & 6 |
| 6    | Sep. 29, 2014 | McDaniel   | Quantitative Research (2):  
Survey Research  
Correlational Research                                                  | Gay, Mills, & Airasian (2012): Ch#7 & 8 |
| 7    | Oct. 6, 2014  | McDaniel   | Quantitative Research (3):  
Causal-Comparative Research                                              | Gay, Mills, & Airasian (2012): Ch#9 |
Experimental Research  
Single Subject Research                                                 | Gay, Mills, & Airasian (2012): Ch#10 & 11 |
| 10   | Oct. 27, 2014 | Brum       | Qualitative Research (1):  
Overview  
Research Plan (Ch#4)  
Sample Selection (Ch#5)  
Measurement Instruments | Gay, Mills, & Airasian (2012): Ch#4, 5 & 6  
**Quantitative Research Project Due** |
| 11   | Nov. 3, 2014  | Brum       | Qualitative Research (2):  
Narrative Research  
Ethnographic Research                                                    | Gay, Mills, & Airasian (2012): Ch#15 & 16 |
| 12   | Nov. 10, 2014 | Brum       | Qualitative Research (3):  
Case Study Research                                                        | Gay, Mills, & Airasian (2012): Ch#17 |
| 13   | Nov. 17, 2014 | Brum       | Qualitative Research (4):  
Data Analysis & Interpretation                                             | Gay, Mills, & Airasian (2012): Ch#18 |
| 14   | Nov. 24, 2014 |            | **ONLINE MODULE**                                                     |                           |
| 16   | Dec. 8, 2014  | Brum       | Mixed Methods  
Reporting and Critiquing Research                                         | Gay, Mills, & Airasian (2012): Ch#19, 21, & 22  
**Qualitative Research Project Due** |
|      | Dec. 15, 2014 |            |                                                                       | Article Reviews Due     |