



# EDUC 7312-01 Research III Advanced Design and Methods

University of Mary Hardin-Baylor

Fall 2020

## 1 Contact Information

**Instructor:** Aaron R. Baggett, Ph.D.

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**Office Phone:** (254) 295-4553

**Office Location:** Wells 140

**Office Hours:** MWF: 9:00 AM–11:00 AM; MW: 1:00 – 3:00 PM; TR: 1:00 PM – 3:00 PM, and by [appointment](#)<sup>1</sup>

**Course Website:** [myCourses](#)

### 1.1 Description

The purpose of Research III is to explore both quantitative and qualitative methods with an emphasis in data analysis. Topics include inferential statistics, triangulation of data, and rigor. Students will develop a research proposal. SPSS software will be used for quantitative analysis.

### 1.2 Meeting

**Dates:**

Students enrolled in EDUC 7312: Research III Advanced Design and Methods will meet together a total of five times throughout the Fall 2020 semester between 8:30 AM–12:00 PM in the Parker Academic Center (PAC) room 222

1. Saturday, September 12, 2020, PAC 222
2. Saturday, October 03, 2020, PAC 222
3. Saturday, October 24, 2020, PAC 212
4. Saturday, November 14, 2020, PAC 212
5. **Saturday, December 05, 2020 (written qualifying exam), PAC TBD**

**Course Website:** [myCourses](#)

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<sup>1</sup> All student meetings for the Fall 2020 semester will occur via Dr. Baggett's personal [Zoom ID](#).

### 1.3 Advanced Academic Activity

Doctoral courses contain appropriate advanced academic activity reflected in the areas of content, process, and product. The advanced activity is facilitated through the dimension of critical thinking, synthesis and integration of materials, depth of engagement of materials, and contribution to scholarship. The purpose of advanced academic activity is to demonstrate a higher level of sophistication and to emphasize separation from masters level courses.

### 1.4 Course Objectives

Upon completion of this course, you should be able to:

1. Understand basic to intermediate principles of statistics needed to both consume and conduct educational and social science research.

### 1.5 Student Learning Objectives

Upon completion of all course modules, you should be able to:

#### 1. Module 1: Introduction to Data and the Normal Distribution

1. Identify variables as numerical and categorical and further classify based on the nature of the
2. Define associated variables as variables that show some relationship with one another. Further categorize this relationship as positive or negative association, when possible.
3. When describing the distribution of a numerical variable, mention its shape, center, and spread, as well as any unusual observations.
4. Identify the shape of a distribution as symmetric, right skewed, or left skewed, and unimodal, bimodal, multimodal, or uniform.

#### 2. Module 2: Foundations for Statistical Inference with Numerical and Categorical Data

1. Define the standardized (Z) score of a data point as the number of standard deviations it is away from the mean:

$$Z = \frac{x - \mu}{\sigma}$$

2. Use the Z-score to determine the corresponding percentile score of a data point as well as to assess whether or not a particular observation is considered to be statistically unusual ( $\pm 2$  standard deviations away from the mean)
3. Assess whether or not a distribution is nearly normal using the 68-95-99.7% rule or graphical methods such as a normal probability plot.
4. Define sample statistic as a point estimate for a population parameter, for example, the sample proportion is used to estimate the population proportion, and note that point estimate and sample statistic are synonymous.
5. Recognize that point estimates (such as the sample proportion) will vary from one sample to another, and define this variability as sampling variation.

### 1.6 Credit Hour(s)

For online, hybrid, and other nontraditional modes of delivery, credit hours are assigned based on learning outcomes that are equivalent to those in a traditional course setting; forty-five (45) hours of work by a typical student for each hour of credit.

### 1.7 Readings

Students are required to obtain a copy of the following required textbook.

Diez, D. M., Çetinkaya-Rundel, M., & Barr, C. D. (2019). *OpenIntro statistics* (4<sup>th</sup> ed.). OpenIntro.

All other assigned readings will be provided on the [course website](#) under the [Readings](#) tab.

## 1.8 Required Software

Any data and statistical analyses in EDAD 7312 will be conducted using IBM® SPSS® Statistics. During class meetings, students may access local SPSS® installations on campus computers. However, you may consider purchasing at least a 6-month license to download and install SPSS® on your own computer(s). Below are a few online educational software retailers who offer heavily discounted versions of IBM® SPSS® Statistics for students.

*Note:* As of September 3, 2020, the latest version number is 27. However, versions 23, 24, 25, and 26 should also be compatible for all data analyses conducted throughout this course. Keep in mind previous versions sell for the same price as the current version. Prior to purchasing SPSS® be sure you are selecting the versions compatible with your particular computer's operating system (i.e., Windows, macOS, etc.). IBM® SPSS® Statistics is not compatible with iOS, iPadOS, or Chrome OS.

### How to purchase SPSS:

NOTE: IBM® SPSS® Statistics Standard GradPack will be sufficient for EDUC 7310. No need to purchase the Premium GradPack.

1. [onTheHub](#)
  1. Select **Students** buy now.
  2. Scroll down until you find your computer's operating system (i.e., Windows, macOS, etc.) and your desired rental duration (i.e., 06- or 12-month).
  3. Add to Cart.
2. [journeyEd](#)
  1. Scroll to approximately one-third of the way down the page and look for **IBM SPSS Statistics Standard Grad Pack 27.0 Academic**.
  2. Select the link applicable to your operating system.
  3. Note: only 12-month licenses are available from journeyEd.

## 1.9 Academic Integrity

UMHB's policy on Classroom Expectations and Ethics will be strictly upheld in this course. If you have not read it and all subsequent sections, it is your responsibility to do so. You may find it online here: [Classroom Expectations and Ethics](#). The omnibus policy outlines University requirements concerning Christian citizenship, students' responsibilities, class attendance, academic decorum, and academic integrity.

## 1.10 Disabled Student Services and Accommodations

It is the student's responsibility to request disability accommodations. Students requesting an accommodation for a disability, must contact the UMHB [Counseling, Testing & Health Services](#) as early as possible in the term. [The Course Catalog](#), [Student Handbook](#) and [UMHB website](#) provide more details regarding the process by which accommodation requests will be reviewed.

For more information, please contact:

**Blayne Alaniz, Director of Student Disability Services and Testing Services**

UMHB Box 8437

900 College Street

Belton, Texas 76513

Office: (254) 295-4739

Fax: (254) 295-4196

Email: [balaniz@umhb.edu](mailto:balaniz@umhb.edu)

## 1.11 Course Structure

All assignments and other coursework are completed individually. However, during and between certain class meetings you may either be assigned to or asked to form small groups in order to collaborate on data analysis projects and/or presentation(s). You will be guided through the following course learning modules. See Section 1.5 for corresponding student learning outcomes per learning module.

### 1.11.1 Learning Modules

EDAD 7312 is divided into two (2) learning modules:

1. Introduction to Data and the Normal Distribution
2. Foundations for Statistical Inference with Numerical and Categorical Data

## 1.12 Course Communication

### 1.12.1 Email

Most all course communication outside of class will take place via email. I will routinely email you course updates and announcements to your UMHB-assigned email address. Thus, you should check your email frequently. Likewise, due to the nature of this class and the corresponding assignments, you will likely need to contact me with questions. I am committed to responding as quickly as possible to your questions via email. As a result, you can expect me to respond, on average, within several hours of your email—often sooner. However, in some circumstances, a personal visit during office hours or other scheduled appointment may be more efficient than email. You are welcome to call me on my office line: (254) 295-4553. This can be an even more efficient method for quick troubleshooting inquiries.

### 1.12.2 Remind

There may be occasions when alerting you to course-related updates may be most effective in real-time. In these situations, I will communicate with you through a free, safe, and one-way messaging service called Remind. To sign up for these alerts, text @educ7312 to 81010 and follow the instructions. If you have trouble with this method, try texting @educ7312 to (254) 296-8301. Additionally, although not likely, there may be extenuating circumstances which require me to delay and/or cancel a class or other meeting.

## 2 Course Requirements

### 2.1 Individual Assignments

#### 2.1.1 Journal Article Critique

The purpose of this assignment is to read and examine critically all sections of a peer-reviewed journal article. As a student of educational research, it is imperative that you gain familiarity and comfort with the structure/purpose of the scientific literature. A detailed submission template and grading rubric are available [here](#).

For this critique, you will select one quantitative research article published within the last five years in a peer-reviewed journal. You are free to select any article from any reputable, peer-reviewed journal under the following conditions:

1. The topic of research and theoretical framework are *unrelated* to your planned dissertation research.<sup>2</sup>
2. However, the author(s) utilized quantitative methodology similar to or identical to that of your own planned research, as you currently understand it.

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<sup>2</sup>The purpose of forcing you to branch outside of your own topic/theoretical framework is to allow you to, hopefully, experience different approaches to your own planned quantitative methodology. For example, various disciplines use a variety of nomenclature to describe the elements of research methods and design. Assume you have committed to learning how to play classical piano. All you listen to, practice, and perform are arrangements from the classical greats. However, imagine the perspective you might gain by listening to a jazz pianist improvise? The point is to expose you to various ways in which your methodology is implemented in other "genres" of research outside of your own. The more familiar you can be with your methodology now, the better off you will be both during your oral qualifying exam as well as your dissertation proposal presentation.

Journal article critiques are due on the following dates:

### Higher Education and Nursing Cohorts

Sunday, October 25, 2020

### P-12 Cohort

Sunday, November 29, 2020

## 2.1.2 Individual Data Analysis Lab Assignments

Individual lab assignments will feature a series of guided, application-based, statistical analysis prompts that you will complete using IBM® SPSS® Statistics. These assignments require you to apply what you learn within each of the course modules. Each lab assignment will include a detailed set of directions available on the course website. Additionally, you will be provided a skeleton-like lab report template for each of the lab assignments. More details on completing the lab assignments will be provided in class. *Note:* These are individual assignments. All elements of the academic integrity policy will be upheld.

Table 1: Individual Lab Assignment Dates

	Topic	Due
<b>Cohort: Higher Education/Nursing</b>		
1.	Introduction to Data and the Normal Distribution	09-27-2020
2.	Inference for Numerical and Categorical Data	10-11-2020
<b>Cohort: P-12</b>		
1.	Introduction to Data and the Normal Distribution	11-01-2020
2.	Inference for Numerical and Categorical Data	11-22-2020

## 2.1.3 Culminating Assignment/Project

Your culminating assignment/project in EDAD 7312 will be announced soon.

Culminating Assignment/Project is due **Saturday, December 05, 2020.**

## 2.2 Grade Calculation

### 2.2.1 Individual and Team Performance

Table 3 below lists all assignments, their point value, and proportion of weighted total. See Table 2 for final grade calculation and letter grade distribution.

Table 2: Individual Assignments and Point Values

Assignment	<i>n</i>		Points		Total	Prop.
Journal Article Critiques	1	×	100	=	100	.50
Individual Lab Assignments	2	×	50	=	100	.50
<b>Individual Performance Total</b>				<b>=</b>	<b>200</b>	<b>1.00</b>

### 2.2.2 Final Grade Calculation

All course grades will be posted in the gradebook in myCourses. All point totals and proportional weights listed in Table 3 are reflected in myCourses. Thus, your current grade in myCourses should reflect your actual grade. Table 4 below describes the point range required to achieve a given letter grade.

Table 3: Final Grade Point Range Requirements

Grade	Point Range	Percentage	Grade Points
A	180.00 – 200.00	90 – 100	4.0
B	160.00 – 178.00	80 – 89	3.0
C	140.00 – 158.00	70 – 79	2.0
D	120.00 – 138.00	60 – 69	1.0
F	000.00 – 118.00	00 – 59	0.0

## 3 Policies

### 3.1 Late Work

All assignments are considered late if submitted after the date and time specified in the syllabus and/or course website. This policy will be enforced in the event that assignment deadlines are revised during the course of the term. Assignments submitted late will result in a penalty of 20 percentage points per day.

For example, if an assignment is due on November 14, 2020 and is submitted within 24 hours of the due date and time that assignment will result in an automatic deduction of 20 percentage points from the assignment raw score. In other words, if you submit an assignment worth 10 points on November 15, 2020, and the assignment was originally due November 14, 2020, and you score a 9.5/10, then your new score would be:

$$9.5 - (9.5)(0.20) \times 100 = 7.6. \quad (1)$$

Assignments submitted more than five calendar days late will receive a grade of zero. To ensure fairness, this policy will be strictly enforced. Exceptions are made at the discretion of the instructor and may include, but are not limited to:

1. Death in the immediate family (parent, spouse, sibling, child)
2. Unforeseeable medical emergency affecting yourself, your spouse, or your child (e.g., automobile accident, major sickness, et al.).
3. Participation in an official UMHB-sponsored event

*Note:* Routine medical appointments or clinical visits related to minor illnesses do not qualify as an unforeseeable medical emergency. Likewise, conflicts with a work schedule or trips not related to official UMHB events do not qualify for assignment absolution.

## 4 Disclaimer

Syllabus is subject to change at instructor's discretion.

## 5 Course Calendar

Module	Cohort	Date	Reading
Introduction to Data and the Normal Distribution	H.E./Nurs.	Saturday, September 12, 2020	Chs. 01–04
Foundations for Statistical Inference with Numerical and Categorical Data	H.E./Nurs.	Saturday, October 03, 2020	Chs. 05–07
Introduction to Data and the Normal Distribution	P-12	Saturday, October 24, 2020	Chs. 01–04
Foundations for Statistical Inference with Numerical and Categorical Data	P-12	Saturday, November 14, 2020	Chs. 05–07
Written Qual. Exams	ALL	Saturday, December 05, 2020	—

## 6 Calendar of Due Dates

Month	Date	Due	Cohort
September	Sunday, September 27, 2020	Lab #1	H.E./Nurs.
October	Sunday, October 11, 2020 Sunday, October 25, 2020	Lab #2 Journal Article Critique	H.E./Nurs.
November	Sunday, November 01, 2020 Sunday, November 22, 2020 Sunday, November 29, 2020	Lab #1 Lab #2 Journal Article Critique	P-12
December	Saturday, December 05, 2020	Written Qualifying Exams	ALL



## 7 CruFlex and Other Pandemic-Related Details

For both semesters of the 2020-2021 academic year, UMHB will utilize three approaches to class offerings:

1. A hybrid-flexible approach, called CRUflex, will be utilized for most class offerings. CRUflex courses will be set up to run face-to-face, online synchronously, and online asynchronously at the same time. Students will have the choice to attend any or all of these formats each week.
2. Some courses and programs, called non-CRUflex, will be excluded from components of the CRUflex model. Excluded courses may include classes such as clinicals, internships, activity courses, and courses/programs where specific accreditation requirements apply. Non-CRUflex courses will not be able to accommodate all three modalities simultaneously. Thus, there may be a mandatory face-to-face component or restrictions for online participation.
3. Traditional online courses will be offered as well. Online courses do not have an on campus component.

Flexibility is at the heart of this new approach to classroom instruction. For CRUflex courses, you may opt to do any of the following:

1. Take a course in a modified face-to-face manner that allows for social distancing
2. Take a course online for the entire semester
3. Begin the semester remotely and attend face-to-face later in the semester
4. Begin the semester face-to-face and complete the course remotely
5. Choose a combination of modalities to fit your current needs.

We will adopt a classroom model that divides most classes into multiple cohorts. Students will attend classes face-to-face on certain days and remotely at other times. The amount of time for each modality may be different for each course depending on classroom capacity, number of students in the class, and social distancing requirements. For the days in which you are not in the classroom, you can attend remotely during the same time as the class or even at a later time.

This hybrid model will go into effect for almost all courses, with accommodations made for some classes such as clinicals, internships, activity courses, and courses/programs where specific accreditation requirements apply. More information about those courses will be coming to you from your deans.

For additional information about CRUflex, please click here for the [CRUflex FAQ](#).

## The Cru Health and Safety Pledge

As a member of the UMHB community, to responsibly help mitigate the potential spread of COVID-19, I promise to:

### CARE FOR MYSELF AND OTHERS:

- Read and comply with the Safe Return to Campus plan, which includes training materials and health/safety protocols.
- Follow all UMHB health and safety protocols
- Conduct daily self-screening.
- Stay home and not enter campus facilities if I feel sick.
- Stay home and not enter campus facilities if I have been exposed to someone who has tested positive for COVID-19.
- Properly wear a face covering when in common areas of campus, including all classrooms.
- Wash or sanitize my hands often.
- Follow social distancing protocols (at least 6 feet of distance and limitations on numbers of individuals gathering in a common location) both on and off campus, not making assumptions about who may be more vulnerable to contracting this illness.
- Keep my clothing, belongings, personal spaces and shared common spaces clean, and not share personal items such as cell phones, eating utensils and water bottles with others, which could spread the COVID-19 virus.

### RESPECT OUR CAMPUS AND SURROUNDING COMMUNITY:

- Follow all directions given by university officials and displayed on university signage.
- Be respectful and responsive when others remind me of these health and safety protocols.
- Pay attention to and observe national, state and local directives.
- Remember that not everyone is affected the same by COVID-19. By complying with COVID-19 health guidelines, I will help those who are most vulnerable to stay safe.

### REPORT

- Stay home and immediately notify Dr. Brandon Skaggs at (214) 704-1168 or Michael Burns at (405) 308-7336 or [student.covid@umhb.edu](mailto:student.covid@umhb.edu) should I develop any of these symptoms: cough, shortness of breath or difficulty breathing, chills, repeated shakes with chills, muscle pain, headache, sore throat, loss of taste or smell, diarrhea, feeling feverish or a measured temperature of 100 F; or if I have known close contact with someone who is lab-confirmed positive to have COVID-19.
- I understand that contacting other faculty or staff does not fulfill my duty to immediately report to Dr. Skaggs or Mr. Burns.

I acknowledge that this Promise is a condition of my ability to participate in the 2020-21 academic year and utilize university facilities. My failure to comply may lead to immediate removal from classes, from campus and/or the inability to use certain facilities. Violations of this Promise will be referred, reviewed and adjudicated in accordance with the procedure outlined in [UMHB's Code of Student Conduct](#).