

## Education 118: Educational Research Methods

### Summer 2021 – Session A

**Lecture:** 8:00 AM - 10:50 AM, Monday and Wednesday (06/21/2021 - 07/24/2021)

**Discussion Sections:** 11:00 AM - 11:50 AM, Monday and Wednesday (Section 21)

[Zoom link](#) for lecture and discussion sections are posted on Canvas

(Or use Zoom ID: 972 3760 5199, Passcode: 129602)

- **Instructor:** Yiwang Li (*Yee-Wong Lee*)

**Email:** yli394@ucr.edu

[Zoom link](#) for Yiwang's office hours (Mondays & Wednesdays 12 – 1pm; OR by email appointment)

(Or use Zoom ID: 972 3760 5199, Passcode: 129602)

- **Teaching Assistant:** Eric Davidson

**Email:** edavi049@ucr.edu

[Zoom link](#) for Eric's office hours (Tuesdays & Thursdays 4 – 5pm; OR by email appointment)

### CATALOG COURSE DESCRIPTION

EDUC 118 Educational Research Methods; 4 Units, Lecture, 3 hours; discussion, 1 hour.

Prerequisite(s): restricted to class level standing of junior, or senior; restricted to major(s) Education, Education, Society, Human Dev; Minor in Education; or consent of instructor.

Explores preliminary considerations that go into selecting a qualitative, quantitative, and mixed methods research design. Examines educational research from various paradigms.

### COURSE OBJECTIVES

At this point of your college career, you probably wondered about a quite few things you learned and did not learn in the field of education. With more knowledge you get, it only becomes natural to ask more questions. For example, you may wonder, since COVID-19 has forced remote learning into K-12 classrooms, does it have any effect on student learning outcomes and wellbeing? This appears to be a simply and straightforward question, but it requires a more intricate thought process before turning it into investigable research questions and a research proposal. But how?

The purpose of this course is to guide you through this thought process of a possible research endeavor. This course begins by providing an overview of education research methods. This overview consists of understanding the preliminary considerations that go into selecting a qualitative, quantitative, and mixed methods research design. These include knowing the definition for these different approaches, considering philosophical worldviews, reviewing the literature, understanding the use of theory, anticipating ethical issues, and developing writing strategies. We will discuss the process of research as it relates to each approach. This process includes writing an introduction, specifying the purpose statement, and developing

research questions and/or hypotheses. This course will also discuss the methods and procedures for quantitative, qualitative, and mixed methods studies.

This course is aimed at students with little or no previous experience with educational research methods who are interested in the topic because they are working toward an education major or minor, considering a career in education research, or wish to gain a working knowledge of doing a research that is of your interest. (Disclaimer: if needed, some of the information in this syllabus may be subject to change throughout the course. Students will be well informed in advance of any changes, should they arise.)

By the end of the course, students will develop the abilities to:

- Describe the conceptual aspects of research methods
- Describe the process of conducting of literature review
- Compare and contrast the use of theory in qualitative, quantitative, and mixed methods research
- Recognize the elements of an introduction to a research study
- Draft a purpose statement
- Draft research questions and hypothesis
- Identify ethical concerns to anticipate in research
- Integrate knowledge of qualitative, quantitative, and mixed methods approaches into developing a research design

## REQUIRED TEXTBOOK

- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: Sage. ISBN-13: 9781506386706
- Other readings will include peer-reviewed articles written by UCR GSOE faculty for the article analysis assignments. Readings will be posted on Canvas. Students will also learn how to access and download these papers using the UCR [VPN](#) (during discussion sections).

## COURSE EVALUATION METHODS

Grading will be based on several components totaling 100 percentage points. Each component will count toward the overall grade as follows:

Participation	10%
Assignments	10%
Article Analyses	20%
Quizzes	20%
Exam	20%
Final Project	20%

The letter grade will be determined as follows:

> 90%	A
80-89.99%	B
70-79.99%	C
60-60.99%	D
<60%	F

Note: Grades will not be rounded up. No plus or minus grades are used.

The following is a description of each of the course components:

- **Participation:** attendance will be taken at the beginning of each lecture (1 point per lecture). We will be covering one chapter of the textbook per lecture, so your attendance is mandatory. Please also be prepared to participate in discussion at least once per lecture. Students who miss more than 20% of the course meeting are strongly urged to withdraw from the course (see UCR GSOE policy' attendance policy).
- **Assignments:** There will be two assignments (5 points each). These assignments are related to the final project, which is a research proposal. Assignments will be completed as a small group of no more than 3 students (you need permission to work individually). The groups will be assigned randomly within the discussion section that you are enrolled in. The detailed guideline for completing these assignments will be posted on Canvas. You will also be given time during discussion sections to work on these assignments in your groups.
  - Assignment #1: research proposal part I: *purpose statement and literature review*
  - Assignment #2: research proposal part II: *research questions and methodology*
- **Article Analyses:** There are four article analyses (5 points each). Each analyses includes at least three open-response items based on peer-reviewed articles provided. This will require you to read the article and respond to the open-ended items. The detailed guideline for completing these analyses will be provided on Canvas.
  - Article #1: Santibanez, L., & Guarino, C. (2020). The effects of absenteeism on cognitive and social-emotional outcomes: Lessons for Covid-19. *Providence, RI: Annenberg Institute, Brown University, 10*.
  - Article #2: Kohli, R., Pizarro, M., Garcia, L. G., Kelly, L., Espinoza, M., & Cordova, J. (2021). Critical professional development and the racial justice leadership possibilities of teachers of colour in K-12 schools. *Professional Development in Education, 47*(1), 89-101.
  - Article #3: Redding, C., & Smith, T. M. (2016). Easy in, easy out: Are alternatively certified teachers turning over at increased rates?. *American Educational Research Journal, 53*(4), 1086-1125.
  - Article #4: Comeaux, E., Chapman, T. K., & Contreras, F. (2020). The college access and choice processes of high-achieving African American students: A critical race theory analysis. *American Educational Research Journal, 57*(1), 411-439.
- **Pre-lecture quizzes:** There are four pre-lecture quizzes (5 points each). Each quiz includes 10 multiple-choice items based on the course readings and lecture slides. All quizzes are available on Canvas with a given specific amount of time for completion. You cannot attempt a quiz pass deadline.
- **Exam:** There are two exams (10 points each). The exam includes 25-30 multiple-choice items based on the course readings, lectures, activities and assignments. The exams are available on Canvas. The exams must be taken on the scheduled date and time unless you have an excused

absence. Make-ups will be given only in emergency. The highest score among the two exams will be selected as your final score for both exams (e.g., exam1=65%, exam2=90%, your final score = 90% (or 18 points for both exams). However, both exams are mandatory; if you skip one of the exams, you will automatically lose 10 points.

- **Final Project:** There is a final project and presentation (20 points). This project will be completed as a small group of no more than 3 students. You will be tasked to create a research proposal (no more than 10 pages). Your contribution to the final project will be incorporated into your final project grade. Details on how the final project will be graded will be provided on Canvas and discussed in lecture and discussion sections.

### LATE POLICY

Late assignments (all types) are accepted up to 3 days after the due date. Assignments submitted 3 days after the due date will not be accepted. For every day the assignment is late after the assignment is due, 25% will be deducted from the assignment score.

### SCHEDULE (*tentative*)

Week (Module) Dates	Topic/Activity	Chapter	Article Analysis	Quiz	Exam	Assig.
1 June 21 – 25	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Selection of a Research Approach</li> <li>• Review of the Literature</li> </ul>	1 2	1 June 27, 11:59pm	1 June 27, 11:59pm		
2 June 28 – July 2	<ul style="list-style-type: none"> <li>• Use of Theory</li> <li>• Writing Strategies and Ethical Considerations</li> <li>• Introduction</li> <li>• Purpose Statement</li> </ul>	3 4 5 6	2 July 04, 11:59pm	2 July 04, 11:59pm		1 July 04, 11:59pm
3 July 5 – 9	<ul style="list-style-type: none"> <li>• Research Questions and Hypotheses</li> <li>• Quantitative Methods</li> </ul>	7 8	3 July 11, 11:59pm	3 July 11, 11:59pm	1 July 07, Starts at 8:00 am	
4 July 12- 16	<ul style="list-style-type: none"> <li>• Qualitative Methods</li> <li>• Mixed Methods</li> </ul>	9 10	4 July 18, 11:59pm			2 July 18, 11:59pm
5 July 19 - 23	<ul style="list-style-type: none"> <li>• Review</li> <li>• Final Project Presentation</li> </ul>				2 <i>TBD: July 21, Starts at 8:00 am</i>	

## INSTRUCTION FORMAT

Due to COVID-19, this course is scheduled entirely **online via Zoom**. This means lectures, discussion sections, and office hours are all **synchronous** on Zoom at their regularly scheduled times. The other synchronous portion includes the exam and final presentation. Specifically, the exam must be completed individually during the lecture hours at the same time as other students, with Zoom video turned on.

In addition, there are work to be done offline individually. This **asynchronous** portion includes pre-lecture readings/videos, assignments, and quizzes.

### Zoom

You will need Zoom to access the synchronous part of this course. It can be found here <https://ucr.zoom.us/>. I found the easiest way to login is to download and install the Zoom Client, and use your UCR NetID to login (use the “Sign In with Google” option).

### Canvas

You will need your UCR NetID and password to access the Canvas (or eLearn) course website (<https://elearnhome.ucr.edu/>). All materials will be posted on the course website. In addition, your assignments should be posted to the course website. For instructions on how to access the course website, see <https://keeplearning.ucr.edu/canvas>.

All required materials will be prepared and posted prior to the start of the course, but an instructor may revise or add materials at any point in the course. Students must submit assignments to Canvas by the posted due date. Remember to back up your work frequently, post papers to Canvas once completed, and keep a hard copy of papers/projects. Do not email your assignments to the teaching assistant or instructor unless explicitly instructed to do so.

### Others

There are a few free online applications we will use throughout the course: Google slides (<https://docs.google.com/presentation>), Google docs (<https://docs.google.com/document>), Google Jamboard (<https://jamboard.google.com/>). These applications will come in handy when working in small groups, since group members are able to type and draw on a same space simultaneously.

## COMMUNICATION

Please allow up to 24 hours for email reply.

You email title should follow this format: *[EDUC118] XXX*

For example, *[EDUC118] question about our final project*

## COVID-19

The University expects you to attend courses online, do your school work by class deadlines, and receive a letter grade.

If you want to be in school but are struggling with juggling everything during COVID-19, you may want to consider changing your grading option from a letter grade to pass/no pass (S/NC) for this course. This

may give you more flexibility in your workload during COVID-19. Please check-in with your academic advisor if you want to try this option out.

If you or a family member/roommate are asked to self-quarantine due to COVID-19, it will be treated on a case-by-case basis. Please contact the instructor or your TA as soon as possible if you anticipate that this will impact your work in this course.

If you or an immediate family member you are living with or that you are caring for fall ill due to COVID-19, it will be treated on a case-by-case basis. Please contact the instructor or your TA as soon as you are able in order to discuss documentation and accommodations.

If you are experiencing stress due to COVID-19, there are resources available to help you strategize how to handle this stress and still get through your classwork. We will post and suggest them as often as we can. Or please ask us about them during office hours. Some of the stress resources for UCR are listed below.

Experiencing flu symptoms, COVID-19 symptoms (i.e., fever, cough, shortness of breath), or feel you have been potentially exposed to COVID, please contact your primary care physician or healthcare provider for more detailed information.

Extra resources that may help you:

- UCR's hotline for COVID Wellness support and guidance: (844) 827-6827
- Student Health Services at (951) 827-3031
- Counseling & Psychological Services (CAPS) at 951-826-5531 to speak with a counselor  
<https://counseling.ucr.edu>

UCR COVID-19 Campus Procedures Updates: <https://ehs.ucr.edu/coronavirus>

## **UCR-GSOE POLICIES**

### **ACCOMMODATIONS POLICY**

If you have a disability or believe you may have a disability, you can arrange for accommodations by contacting Student Disability Resource Center (SDRC) at (951) 827-3861 (voice) or [sdrc@ucr.edu](mailto:sdrc@ucr.edu) (email). Students needing academic accommodations are required to register with SDRC and provide required disability-related documentation. If you have approved accommodation(s), you are advised to notify your instructor privately. The SDRC website <http://sdrc.ucr.edu> provides information about academic and non-academic supports and has additional contact information.

### **ATTENDANCE POLICY**

GSOE takes seriously the need for students to attend and actively participate in classes; class absences and lack of participation undermine the learning process. Students who miss more than 20% of the course meeting are strongly urged to withdraw from the course. Instructors may also fail such students, except in the case of documented serious illness or immediate family emergency. Missing portions of classes, through persistent late arrival or early departure, can count toward the "more than 20% of class time."

### **ACADEMIC HONESTY POLICY**

Students are expected to conduct themselves and their work in a manner consistent with UCR's policy on academic integrity. Academic misconduct includes, but is not limited to, cheating, fabrication and plagiarism (e.g., using another's work or ideas without giving credit- intentionally or unintentionally). Submitting your own work more than once (e.g. for this class and another class, without both instructors'

knowledge and permission) is also a form of academic dishonesty and will result in an F. If you are at all unsure of what constitutes plagiarism or other forms of academic dishonesty, consult the UCR website for more information: <http://conduct.ucr.edu>. Please familiarize yourself with UCR's policies and procedures regarding academic integrity, published in full in the General Catalog at <http://catalog.ucr.edu>.

#### WRITING POLICY

The Graduate School of Education believes that all students should exit its program with strong writing skills. As such, the quality of written composition as well as content will be factored into grades on students' papers for all education classes.