University of Portland

**ED 558 Educational Research for Improved Student Learning**

**Fall, 2017 3 Credit Hours**

School of Education

**Class Meetings:** Monday 4:10–6:55

**Instructor:**

Dr. James Carroll

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### Course Description:

This course examines educational research and statistical methods in light of current research on effective teaching and schooling practices. The course is developed to enhance practicing educators’ understanding and application of research findings in the classroom. Candidates will be expected to develop a proposal which applies course knowledge.

**Course Rationale:**   
ED 558 is a course presenting quantitative and general research methods. ED 555 (Teacher as Researcher) focuses on qualitative methods and depending on which course occurs first, general methods are divided as introduction and advanced. After both courses candidates apply their research knowledge in ED 598 (Project with Reflection) in the completion of a school or classroom based research project. This course assists candidates in their ability to be lifelong learners through the development of practical research skills, their ability to move theory into practice through study applied to their own classrooms and schools, and in improving their communication skills through the preparation of a research report.

**Required Textbook:**

Morrell, P. D., & Carroll, J. B. (2010). Conducting educational research: A primer for teachers and administrators. Sense Publishers: Boston, MA.

**Suggested Supplemental Textbook:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

**Technology**

This course requires extensive use of technology. It is suggested that candidates will have a laptop computer with wireless capabilities and Microsoft*®* Office Suite. Microsoft*®* Office is available FREE to all UP candidates through the Pilots webpage, Software Download Center. To enhance the statistical analysis capabilities of Excel, the Excel addin EZAnalyze3-2Beta (obtain from instructor) will be used.

In additional to specific ISTE standards detailed later in the syllabus, the specific technology-related competencies that will be developed through the course are:

* The use of Microsoft*®* Word to include editing through Track Changes
* Advanced level literature search capabilities using a variety of search engines including the UP Library access
* Ability to access and use online statistical resources
* Completion of Advanced Uses of Excel assignment

Direct instruction of these uses of technology will occur at appropriate points in the curriculum. Technology skills developed in the course will be assessed authentically by performance of the course assignments and Capstone.

**Objectives/Activities/Assessments:**

The mission of the School of Education at the University of Portland is to develop exceptional professional educators. The School’s [Shared Values (Conceptual Framework)](https://goo.gl/p87k4n) outlines characteristics of such an educator, and along with the [InTASC Model Core Teaching Standards](https://goo.gl/W1WuqQ) and relevant specialty area standards, such as the [Teacher Leader Model Standards (TLMS)](http://teacherleaderstandards.org/standards_overview), it guides the design and objectives of this and all courses in the School of Education.

All School of Education courses include key assessments that are linked to program standards and provide program feedback for continuous improvement. When you complete a course assignment that is designated as a key assessment, you are required to upload that assignment to [Taskstream](https://login.taskstream.com/signon/). Key assessments are indicated by the phrase “Key assessment for Taskstream submission” below.

All students enrolled in a School of Education course will have access to Taskstream and an account will be automatically created for them. The student’s username will be their UP email address, including the “@up.edu” at the end. For instructions on how to login to Taskstream for the first time, please [click here](https://education.up.edu/_files/soed_documents/how-to-login-to-taskstream-for-the-first-time.pdf). For instructions on how to upload/submit a key assessment to Taskstream, please [click here](https://education.up.edu/_files/soed_documents/how-to-upload-a-course_based-assessment.pdf). Please contact Chris Greene ([greenec@up.edu](mailto:greenec@up.edu) or 503-943-8534) with any questions related to Taskstream.

**TLMS Domain II: *Accessing and Using Research to Improve Practice and Student Learning***

The teacher leader understands how research creates new knowledge, informs policies and practices, and improves teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers’ ongoing learning and development.

*Course objectives aimed at developing this characteristic:*

Candidates will be able to design a major classroom, school, or community based research project that addresses the student’s integration of professional knowledge and the School of Education’s conceptual framework.

Candidates will review critically and analyze formal written educational research studies published in professional journals to develop a theoretical framework for their Capstones. This theoretical framework will be presented in the Review of the Literature chapter. This research may be used in future classroom and school research that is conducted as a lifelong learner and will assist in developing one’s appreciation of conducting a literature review when solving classroom, school, and district problems and when conducting research projects in one’s professional career.

**Activity:** After classroom presentation, candidates will complete in-class activities designed to identify the characteristics of problem and purpose statements.

**Activity:** After classroom presentation, candidates will complete in-class activities designed to produce outlines for project report introductions.

**Activity:** After classroom presentation, candidates will complete in-class activities designed to organize literature reviews.

**Assessment and Evaluation:** The impact of these activities will be evaluated on the same criteria as the writing assessment below.

**TLMS Domain V: *Promoting the Use of Data for School and District Improvement***

The teacher leader is knowledgeable about the design of assessments, both formative and summative. He or she works with colleagues to analyze data and interpret results to inform goals and to improve student learning.

*Course objectives aimed at developing this characteristic:*

Candidates will be able to complete an APA style introduction, literature review, and methods section.

Candidates will use a deepening understanding of cultural, ethnic, gender, and learning differences to reflect the needs of learners.

Candidates will engage in professional learning, contribute to the knowledge and skill of others, and work collaboratively to advance professional practice.

Candidates will use and generate meaningful research on education issues and policies.

Candidate will complete other activities as assigned by the instructor.

**Activity and Assessment**: After classroom presentation on the components of five-chapter capstone design, candidates will prepare a completed introduction, literature review, and a draft of a methods section for their capstone. This full capstone document of three chapters with APA references, title page, and Table of Contents is the **key assessment for this course and will be** **uploaded to Taskstream** at the end of this semester of research.

**Evaluation**: Content of written work will be evaluated on the following criteria.

Introduction

Is the introduction built on a logical argument that leads to your problem statement?

Are the points of the argument sufficiently expanded to make the introduction easy to understand?

Do the expanded points of the argument make reference to the context of your study and to the theoretical framework on which it is founded?

Is the problem statement clearly stated, including the appropriate components for qualitative or quantitative research questions?

Literature Review

Based on your research question (and the outline you made for yourself to do a literature review) have all relevant areas of research been reviewed?

Is the review organized in an understandable way?

Has the theoretical framework for your study been identified?

Did you review appropriately current work in your area of study?

At the end of the review, have you summarized important points from the review that will be most important to your study?

Methods Draft

Based on your research question, have you described relevant details of the context in which the study will be done?

Based on your research question, have you described relevant details about those who you will be studying and how they got into the study (convenience sampling?)?

Have you described the tools/instruments that will be used for data collection and how they were developed? Have you described how data collection will be accomplished? Have you described how data will be analyzed once it is collected?

**International Society for Technology in Education (ISTE) for Teachers Standard 3 – Model Digital Age Work and Learning**

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

*Course objectives aimed at developing these characteristics:*

The candidate will collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.

The candidate will model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

**ISTE for Teachers Standard 5 – Engage in Professional Growth and Leadership**

Teachers continuously improve their professional practice, model lifelong learning, ad exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

*Course objectives aimed at developing these characteristics:*

The candidate will evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

**Activities and Assessment**: After classroom presentation on the components of five-chapter capstone design, candidates will prepare a completed introduction, literature review, and a draft of a methods section for their capstone. This full document of three chapters and APA references and title page is a **Key assessment for Taskstream** **submission and will be** **uploaded to Taskstream** at the end of this first semester of research. Other activities and assessments related to the ISTE standards are two, 100-point exams in which statistical analysis will be used, and test-like events using Excel. Candidates will complete Pacific Crest Elementary School Mrs. Alvarez Data, Measuring Learning Gains, and Advanced Used of Excel assignments.

**Evaluation**: See above for how the content of the written capstone work will be evaluated. The Pacific Crest Elementary School Mrs. Alvarez Data, Measuring Learning Gains, and Advanced Used of Excel assignments will be evaluated based on complete and correct answers using the percentage correct grading scale below in the syllabus.

**FOR HESA STUDENTS ONLY:**

The following **American College Personnel Association (ACPA)/National Association of Student Personnel Administrators (NAPSA) Professional Competency** will be *assessed* in this course:

**ACPA/NAPSA Standard 2: Assessment, Evaluation, and Research**

The Assessment, Evaluation, and Research competency area (AER) focuses on the ability to use, design, conduct, and critique qualitative and quantitative AER analyses; to manage organizations using AER processes and the results obtained from them; and to shape the political and ethical climate surrounding AER processes and uses on campus.

In addition, the following ACPA/NAPSA Professional Competency will be *addressed* in this course:

**ACPA/NAPSA Standard 6: Human and Organizational Resources:** The Human and Organizational Resources competency area includes knowledge, skills, and attitudes used in the selection, supervision, motivation, and formal evaluation of staff; conflict resolution; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology use, crisis management, risk management, and sustainable resources.

**Policies/Expectations:**

*Attendance*: A portion of the required work occurs during scheduled classes. Class activities and discussions are critical to student success, *so absences will affect the participation portion of your grade*. Additionally, it is a demonstration of professional dispositions to be present, prepared, and on time for each class. Professional Dispositions will be assessed during the course. If I have not received advance notice of an absence by e-mail, the absence will affect your grade to a greater extent. School of Education policies related to attendance will be followed.

*Participation*: Students are expected to be prepared for class by reviewing the PowerPoints (PPs), consulting Moodle, reading the chapters and supplementary materials prior to class**,** by actively participating in class discussions and activities, and by demonstrating professional dispositions. Active participation in discussions and completion of class exercises is critical to your learning. A record of student participation will be kept in instructor notes to be used as part of your evaluation. It is imperative you check your UP email and Moodle frequently. Communication will be through those sources. In an effort to conserve resources as part of the University of Portland sustainability efforts, all assignments should be E-mailed and will be returned by E-mail.

*Late Work*: It is expected that assignments will be e-mailed on time on or before the day the assignment is due. If an assignment is turned in late, the marks will be reduced by ten percent. Depending on circumstances, assignments turned in more than one week late will be lowered one half to one full letter grade.

*Evaluation*: Each student will be assessed and evaluated on class participation, quality of assignments, successful completion of tests, and the Research Project. Please see Grading, pp. 8-9 of syllabus.

*Academic Integrity*

This is a major expectation of this and all courses taught at the University of Portland. Students are expected to complete all work and course expectations honestly according to the specifications of the instructor. Note: Field experience requirements, when applicable, are an integral part of the course and are a requirement for a passing grade in some courses. Hours are to be reported accurately, and all forms should contain the appropriate signatures. Every student should review the sanctions for cheating listed in the bulletin to understand some of the consequences for inappropriate behavior. The consequences for failure to meet the expectations of academic integrity are harsh and are described in both the Student Handbook and the University of Portland Bulletin.

University of Portland’s Code of Academic Integrity:

Academic integrity is openness and honesty in all scholarly endeavors. The University of Portland is a scholarly community dedicated to the discovery, investigation, and dissemination of truth, and to the development of the whole person. Membership in this community is a privilege, requiring each person to practice academic integrity at its highest level, while expecting and promoting the same in others. Breaches of academic integrity will not be tolerated and will be addressed by the community with all due gravity.

*Academic Regulations*

Policies governing your coursework at the University of Portland can be found in the [University Bulletin](http://up.smartcatalogiq.com/en/current/bulletin/University-Academic-Regulations).

*Assessment Disclosure Statement*

Student work products for this course may be used by the University for educational quality assurance purposes.

*Accessible Education Services*

Students who experience a disability and require an accommodation to fully participate in this class should contact the Accessible Education Services (AES) office located in Buckley Center Room 163 or call 503-943-8985. If you have an AES accommodation plan that includes academic accommodations that apply to this course, make an appointment to meet with me to discuss how your accommodation will be implemented. You are responsible for giving me sufficient notice for timely implementation of your accommodation; therefore it is recommend that you speak with me in the first week of the semester or as soon as your accommodation plan is activated. Also, you should meet with me if you have an AES Safety Plan and/or wish to discuss emergency medical information or special arrangements in case the building must be evacuated. Requests for an alternate location for exams and/or extended exam time should, when possible, be made two weeks in advance of the exam, and must be made at least one week in advance of an exam.

*Assessment of Professional Dispositions*

Demonstration of professional dispositions is a foundational expectation in all School of Education courses and will be assessed by faculty. The Dispositional Rating Form can be viewed [here](https://goo.gl/GhV4FD).

*Mental Health*

As a college student, you may sometimes experience problems with your mental health that interfere with academic experiences and negatively impact daily life. If you or someone you know experiences mental health challenges at UP, please contact the University of Portland Health and Counseling Center in Orrico Hall (down the hill from Franz Hall and Mehling Hall) at <http://www.up.edu/healthcenter> or at 503-943-7134. Their services are free and sessions are confidential, and if necessary they can provide same day appointments. Also know that the University of Portland Public Safety Department (503-943-4444) has personnel trained to respond sensitively to mental health emergencies at all hours. Remember that getting help is a smart and courageous thing to do – for yourself, for those you care about, and for those who care about you.

*Community Against Violence*

University of Portland Faculty, Staff, and Students are committed to creating a community free of interpersonal violence, in which all members feel safe and respected. Each of us has a personal responsibility to reject violence or intimidation of any kind. Resources for those experiencing or wishing to report violence can be found on our Community Against Violence website: <http://www.up.edu/cav>.

**Grading:**

The course is divided into three major parts:

1. *Content Mastery*: 400 points. The content mastery section of the course is based on the textbook, lectures, in-class activities, and discussion of in-class activities. There will be two, 100-point exams. The textbook exercises will lead the content of the course. Both exams are in-class.
2. *Final Research Project*: 400 points. Your research project is a major component of this course and is the application of the textbook, lectures, and class exercises. The literature review section of your proposal should include a minimum of 10 scholarly references. There will be a ten-point penalty assessed for every late submission day after the due date.
3. *Research Exercises*: 200 points.

Draft of Paper 100 points

Assigned Exercises 50 points

Fact Checking 25 points

Learning Gains Assignment 25 points

**Grading:**

**Percent Grade**

93-100 A

90-92 A-

87-89 B+

84-86 B

80-83 B-

75-79 C+

70-74 C

60-69 C- (<60 = F)

**Course Research Project:**

ED 558 is a continuation of the research sequence and capstone project that you began in ED 555. The will sequence and capstone will complete in ED 598. The three research courses are integrated in such a manner so that the required work in ED 555 was the foundation for your ED 558 project. The successful completion of ED 558 will contribute to the successful completion of the research project in ED 598.

**PROJECT GUIDELINES**

**TITLE PAGE**

**TABLE OF CONTENTS**

**CHAPTER I INTRODUCTION**

1. The specific research problem or issue under investigation is described with one or more paragraphs. It should capture the reader’s interest in the study as well as convey the specific research problem that will be addressed in the study. Give background information on the problem. Why is this particular study relevant to your site and participants? Why do you need to study this topic *with these students*?
2. Discuss the significance of the problem to be investigated—so what if you investigate this topic?
3. Discuss briefly studies that have addressed the problem, giving citations. Do not write, “research says…” without immediately following with citations. Address any deficiencies in the previous research on your topic that is leading you to conduct additional research.
4. Write a purpose statement that should begin with “The purpose of this study…”
5. Include operational definitions of key terms and variables (cite, if appropriate). Define terms specific to your discipline others might not know.
6. In qualitative research, there is a central question with associated subquestions. The central question is broad and is stated in more general terms and begins with the words, “what” or “how.” Approximately, five to seven subquestions follow the central question. Each of the subquestions ultimately will lead to answering the central question. They will become the specific topics of observations, interviews, questionnaires, or artifacts. All the qualitative questions should use open, nondirectional, and exploratory language versus using any words that could imply a quantitative study/cause and effect study, such as: determine, cause, affect, relate, influence. Better words for qualitative studies are: discover, learn about, attempt to understand, explore, and describe experiences of. In qualitative research, your research questions may change throughout the study, as you are using inductive reasoning. You will go where your data take you.

**CHAPTER II REVIEW OF LITERATURE**

The literature review is a significant portion of a research proposal. It provides the theoretical foundation and rationale for your study and educates the reader by reviewing other studies that are closely related to your study. It relates your study to the larger body of literature about your topic. Information from research studies, professional journal articles, and books are analyzed, critiqued, compared, and contrasted. All references should be related to your research questions, and you should keep your reader continually aware of how the cited literature you are discussing is related to your study and research questions. This is *not* a series of annotations. Quotations are used infrequently or not at all and are only used when they are vital to make a point. (Put in the best, and leave out or paraphrase the rest.) The review should be well organized and should logically flow in such a way so that the articles that are less related to the research problem are discussed first, and the most related references are discussed last. Most references should be primary and current. The review of the literature should conclude with a summary and interpretation of the literature and its implications for the problem being investigated. A minimum of 10 references are needed to develop your theoretical foundation in the first semester.

**CHAPTER III METHOD**

Limitations

* Limitations identify potential weaknesses of the study based on its methods of data collection and analysis.
* Examples of limitations:
  + Convenience sampling (or any that decreases generalizability of findings)
  + Results not generalizable to other school settings
  + Findings could be subject to other interpretations

Delimitations

* Delimitations are boundaries that narrows scope of study
* Examples of delimitations
  + What definition you choose to use for specific variables
  + Participants you choose or who are chosen for you, and/or
  + Specific site you are using for your research (urban, rural, Catholic, public)
  + Shortened time for investigation
  + Study confined to observation and interviewing of individuals in one school

Participants

Describe the size and major characteristics of the target population studied. Include relevant key information to your population under investigation such as gender (include male/female ratio), ages, grade level, ethnicity, socioeconomic status, site characteristics such as rural versus urban or size of school, ability levels, disabilities, or other key information. If a sample will be selected, clearly describe the method of selection. Discuss if the method of selection suggests any limitations or biases in the sample. If this is a quantitative study, does the sample meet the minimum guidelines for appropriate sample size?

Instruments

Describe any instruments that will be used in your study and how their administration meets the guidelines for protecting human subjects. Include a discussion of permissions obtained, if necessary. Be sure to describe each instrument in terms of its validity and reliability (give data, if applicable) and how these instruments are appropriate to your research participants. If you developed the instrument, discuss the procedures involved in its development and validation. Give information on the scoring of the instrument, including the scale of measurement and procedures for interpreting the results.

Design and Procedure

Provide step-by-step details in how this project will be conducted, including a timeline, that are in sufficient detail to permit them to be replicated by another researcher or at least clearly understood and able to be explained by another researcher. If a treatment variable is part of your methodology, describe the treatment (independent variable) and dependent variable. Be sure to include any control procedures and how you will analyze the data. What test of significance will you use and at what probability level, if appropriate. What descriptive statistics will you report—means, standard deviations?

The following is the Checklist you will be using in ED 555, ED 558, and ED 598 to complete your Capstone. Use it as you are writing your drafts to be sure you are including all required material.

**Evaluation Checklist: (Due with the final Capstone proposal this semester)**

Grades will be assigned according to whether the student has met the objectives and at what level of refinement. Specifically, what will be examined is:

**Chapter I - Introduction**

p. \_\_\_\_ Do not have a *subheading* of Introduction in an Introduction chapter.

p. \_\_\_\_ Is the introduction built on a logical argument that leads to your problem statement?

p. \_\_\_\_ Are the points of the argument sufficiently expanded to make the introduction easy to understand?

p. \_\_\_\_ Are technical terms clearly defined with citations, if appropriate?

p. \_\_\_\_ Do the expanded points of the argument make a clear connection among the context and participants of your study and the theoretical framework on which the study is founded?

p. \_\_\_\_ Is the problem statement/purpose, research question(s) clearly stated including the appropriate components for qualitative, quantitative, or mixed method research questions?

p. \_\_\_\_ Do you always write in your paper “data are; data were; these data”

p. \_\_\_\_ Do you always write pretest as one word and posttest as one word?

p. \_\_\_\_ Do you support your statements with citations from authoritative sources (*you* are not an authoritative source; do not give your opinion or ideas in the literature review)? Never write “research says…” without a citation.

p. \_\_\_\_ Write this chapter without your opinions. Is this chapter balanced (not persuasive) in the presentation of its content?

p. \_\_\_\_ Are there page numbers for all quotes? (limit quotes in the capstone)

p. \_\_\_\_ Are page numbers in the top right of the capstone (see APA)

p. \_\_\_\_ Did you summarize the chapter at the end of the chapter?

**Chapter II - Literature Review**

p. \_\_\_\_ Begin this chapter with an Introduction saying what will be in the chapter.

p. \_\_\_\_ Based on your research question (and the outline you made for yourself to do a literature review), have all relevant areas of research been reviewed and properly cited with APA 6th edition citations

p. \_\_\_\_ If you have quotes, did you put page numbers for all quotes?

p. \_\_\_\_ Is the review organized in an understandable way? Is it written with the “hook and eye” method as presented by Creswell with the least related first then proceeding to the most related?

p. \_\_\_\_ Has the theoretical framework for your study been explained, citing authoritative sources?

p. \_\_\_\_ Does the review of literature contain appropriately current work in your area of study, drawing on current and appropriate journals and books as well as other authoritative resources?

p. \_\_\_\_ At the end of the review, have you summarized important points from the review that will be most important to your study?

**Chapter III - Methods**

p. \_\_\_\_ Begin the chapter with an Introduction, saying what will be in the chapter.

p. \_\_\_\_ Based on your research question have you described relevant details of the context in which the study will be completed?

p. \_\_\_\_ Based on your research question have you described relevant details about those who you will be studying and how they got into the study?

p. \_\_\_\_ Have you described the tools that will be used for data collection and how they were developed (and piloted, if appropriate)? How many questions? What is the form of questions (Likert?)

p. \_\_\_\_ Have you described how data collection will be accomplished?

p. \_\_\_\_ Have you described how data will be analyzed once it is collected

p. \_\_\_\_ End the chapter with a summary

**\*\*\*\*THIS IS WHERE YOU MAY STOP AT THE END OF ED 558\*\*\*\***

**Chapter IV - Results**

p. \_\_\_\_ Did you begin the chapter with an Introduction saying what will be in the chapter?

p. \_\_\_\_ For quantitative studies, is there a clear description of the gathered data, followed by a description of the data after they are analyzed. This presents data without discussion.

p. \_\_\_\_ Are there APA 6th formatted tables that present the summary data and analysis of your means, standard deviations, and *p*-values after you put the results in sentences and before graphs?

p. \_\_\_\_ Did you remove all EZAnalyze or Excel graphs—only have APA tables.

p. \_\_\_\_ For qualitative studies have you described the identified themes followed by exemplars for each of the themes?

p. \_\_\_\_ Are data presented that clearly and specifically lead to answers of your research questions?

p. \_\_\_\_ Did you end the chapter with a summary of the chapter?

**Chapter V - Conclusions**

p. \_\_\_\_ Did you begin the chapter with an Introduction saying what is in the chapter?

p. \_\_\_\_ Is there a clear summary of the results?

p. \_\_\_\_ Is there description on how your results compare to the findings of others that were discussed in the literature review? What have you found that is new? Why might your results be the same or different? Cite authors from your literature review when connecting your findings to theirs.

p. \_\_\_\_ Have you discussed how you could have improved the quality of the data you gathered (limitations and validity)?

p. \_\_\_\_ Have you discussed a logical next step to advance this work further? What are some ideas for replication and dissemination of the project?

p. \_\_\_\_ Specifically, what have you learned in completing this project in regard to instructional practices and student learning?

p. \_\_\_\_ Is there a summary of what this means for you, your classroom, or school, or for education, in general?

**REFERENCES**

Include *only* references you cite in your paper. Twenty references are needed for the second semester, and at least 25 for the final capstone. Follow APA guidelines. Each entry should match an entry in the body of your paper, and all entries in the body of your paper should be in the reference pages. Check to be sure your reference pages are complete and accurate and use correct APA formatting. If you have a question about APA, Google it, check the UP library pages, or go to Purdue’s Online Writing Lab (OWL).

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| THE FOLLOWING DATES, TOPICS, AND ASSIGNMENTS ARE SUBJECT TO CHANGE | | | |
| **Date** | **Topics To Be Discussed** | **Resources** | **Assignments** |
| Aug 28 | Intro  Making your computer work |  | Read Chapter 7 |
| Sept 4 | Labor Day |  |  |
| Sept 11 | Correlations |  |  |
| Sept 18 | z-Scores |  |  |
| Sept 25 | CAEP—No Class |  | Read Chapter 8 |
| Oct 2 | Intro to Inferential Statistics |  |  |
| Oct 9 | More Inferential Statistics |  |  |
| Oct 16 | Fall Break |  | Read Chapter 10 |
| Oct 23 | ANOVA |  |  |
| Oct 30 | Reliability and Validity; Methods Sections |  |  |
| Nov 6 | Chi Square |  |  |
| Nov 13 | Power; Study Design |  | **Excel Assignment Due** |
| Nov 20 | Study Design  Presentations |  |  |
| Nov 27 | Presentations  Test Review |  | **Fact Checking Assignment Due** |
| Dec 4 | Presentations |  |  |
| Dec 11 | Final |  | **Pre/Post Assignment Due** |