

California State University
Northridge

MICHAEL D. EISNER COLLEGE OF EDUCATION
Department of Educational Psychology and Counseling

EPC 602 - Research Principles

Conceptual Framework of the Michael D. Eisner College of Education

The Michael D. Eisner College of Education as a professional school is committed to advancing learning, teaching and student success. This is accomplished using a developmental approach to promote reflection, critical thinking, and excellence in an inclusive learning community. Its graduates are well educated, highly skilled and caring persons who are lifelong learners prepared to practice in an ever changing, multicultural world. They are committed to promoting achievement of all students as a primary measure of successful educational practice. Graduates assume service and leadership roles in public and private educational, health, and social programs and institutions. The College establishes and maintains productive partnerships throughout campus and with community schools and agencies. The faculty is committed to excellence in teaching, scholarship, service and collaboration with the community and professions. The values for faculty and students that form the foundation of this Conceptual Framework include the following:

1. We value high standards in the acquisition and application of professional knowledge and skills in subject matter, pedagogy, and technology.
2. We value the achievement of students at all levels and advance their success in accordance with national, state, and institutional standards.
3. We value an inclusive learning community.
4. We value creative, critical and reflective thinking and practice.
5. We value ethical practice by caring professionals.

COURSE GOALS: As a result of participating in this course:

a) students will learn about:

1. What is research, how to think like a researcher
2. Different types of research
3. The characteristics of good research
4. What is a thesis study and a thesis project
5. The process of doing a thesis study in the EPC department

b) students will learn how to:

1. Find and critique research using library databases, such as EBSCOHOST and ERIC.
2. Write a review of research
3. Design a simple research study
4. Use American Psychological Association (APA) style of writing research proposals

c) students will be able to demonstrate:

1. Knowledge of basic technology and research skills
2. Knowledge of intermediate and advanced research skills

Textbooks:

Cherry, Jr., A. L. (1999). *A research primer for the helping professions*. Belmont, CA: Wadsworth Publishing.

American Psychological Association (2001). *Publication manual of the American Psychological Association (5th ed.)*. Washington, DC: Author.

Information Competence:

EPC Basic and Research Competencies will be distributed by the course instructor.

You may also be asked to read additional articles provided by the instructor.

Session	Topic	Readings / Assignments
(1)	Course overview	
(2) Hunt	What is research?	Due: Research Scavenger
(3)	What is a good research question?	Due: Research ideas.
(4)	Reviewing the Research	Due: Research Question
(5)	Quantitative vs. Qualitative Research & Validity/Reliability Issues.	
(6)	Quantitative Research Design	
(7)	Library 4:30 – 6:30 Use of search engines is and beginning article searches for literature review	Meet in lobby, Will be in Computer Lab A. Attendance <i>mandatory</i> , and roll will be taken. .
(8) Due	Quantitative Research	Outline of Research Review
(9)	Quantitative Research SPRING BREAK First draft of Review due (11) Single-Case Research	(10) Qualitative Research Qualitative Research (12) Second draft of Review due 1 st Draft of Research Design
(13)	Single Case Designs	Meet in computer lab
(14)	Use of Statistical software Introduction to data processing.	
(15)	Process of doing a Thesis in the EPC Department <i>Students who have just finished their thesis will share their triumphs and tribulations in this process.</i>	

Finals week.

All final drafts due.

ASSIGNMENTS

Research Scavenger Hunt

Find one article in a newspaper, magazine or the web that alleges to present research-based findings. Write no more than a **two page** critique of the article. Bring five copies of the article to class. Submit the paper with one copy of the article to the instructor. **[10 points]**

Research Ideas

Describe one, or no more than two, ideas for your research work during this semester. For each idea description, write **one page** that includes the following subheadings:- A research question on the topic- Why this would be an important question to address- Why you are interested in this question **[15 points]**

Research Question

Submit a draft of your research question and a brief description of the variables you would need to address. (1 page) **[20 points]**

Outline of Research Review

Provide a detailed outline of your proposed review of the research (2-3 pages) **[35 points]**

Draft of Review
Write a **8 to 10 page** review of the research using the outline discussed in class (see attached). Be sure to base your review on at least 10 research articles. **[50 points]**

Second Draft of Review

Revise your review in light of the feedback I gave you and resubmit the review. **[20 points]**

Research Design Plan due

Write the research design for your proposed study. (2-3 pages) **[40 points]** **All final drafts due**

ALL DRAFTS MUST USE APA STYLE AND BE TYPED AND DOUBLE-SPACED

Be sure to proof your paper for errors in spelling, punctuation, and grammar. Always include a cover sheet with your name, date, class number, and either your phone number or your email address.

Ten per cent of the points will be deducted for every class session that the paper is late. Papers that are more than 2 sessions late will not be accepted. Late papers will not be given the opportunity to be redone for a B grade.

Assignment or

Question
Review
Design

Points Criterion
Scavenger Hunt
10
Research Ideas 15
Research
20
Outline of Review 35
Draft 1 of
50
Draft 2 of Review 20
Research
40
Participation 10
TOTAL

200 90 - 100% 180 - 200 = A
80 - 89% 160 - 179 = B
70 - 79% 140 - 159 = C
60 - 69% 120 - 139 = D
< 120 = F

If I feel that a paper is unacceptable regarding formal presentation (spelling, grammar, etc.), I will return it to you, ungraded. If there is a problem with the concepts or content of the paper, I will discuss it with you. **GRADING:** The following criteria are applied for all grading:- Were all instructions followed? - Does the work demonstrate the student's knowledge and understanding of the concept(s)? - Does the student relate his/her observations or conclusions to the course readings and class discussions? - Is the paper free of errors in spelling, grammar, or usage? If the answer is yes to all four questions, the paper receives an A. If the answer is no to any one of the above criteria, it receives a B. If the paper receives less than a B grade, you will be given **one opportunity** to

redo the paper for a B grade. **ABSENCES & TARDINESS:** You are allowed two excused absences. Otherwise, you will have to retake the course. An excused absence means that you phoned or e-mailed your absence in advance of the class. If you are unable to provide advance warning (e.g., an emergency of some sort), then let me know and I will make an individual decision. If you have a very good reason for being chronically tardy, please discuss this with me. Otherwise, points will be taken off for chronic tardiness. If you have a disability, please let me know. I will make the appropriate accommodations when official documentation is provided.

Outline for Review of the

Research Introduction Describe the research question and why it is important to address this question. In the initial paragraphs, briefly list the main sections of the review. The subsequent sections should follow the order in which you listed the sections in the introduction. **Critical Issue #1 Critical Issue # 2 Critical Issue # 3**

Issue # 3

Synthesis Write about:

- 1) what conclusions does the research evidence strongly support;
- 2) on which issues is the research inconclusive or contradictory;
- 3) what weaknesses did you find in the research methodology;
- 4) what aspects of this topic have not been addressed, or have been insufficiently addressed by the research?

Conclusion Indicate how the above review supports the idea that: On the topic you have specified, more research needs to be conducted or that research using new methods or a different perspective needs to occur. **Outline for Research Design**

I. Research Question II. Hypotheses

III. Sample

IV. Instruments V. Research Design

VI. Statistical Analysis VII. Timeline and Procedures