



Syllabus

Foundations of Educational Research
1188-FIU01-EDF-5481-SECRVC-80154

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GENERAL INFORMATION

Professor Information



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Course Description

This course is designed to present a general overview of the methods and procedures of research in education. Emphasis is placed on how to evaluate and utilize published research reports.

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Course Objectives

Using the textbook, lecture, and course content, students will be able to:

- Summarize and utilize terminology related to research by earning a score of 70% or above on exams (Addresses FEAP #4)
- Evaluate published research studies by earning a 70% or above on the Article Critique assignment
- Apply the critical thinking skills necessary to become informed consumers of research literature by earning a 70% or above on the exams and the Article Critique assignment
- Appraise the adequacy of methods for investigating different types of research questions by earning a 70% or above on the Article Critique assignment (Addresses FEAPS #1 & 4)

Coe Conceptual Framework

The desired future of the College of Education (COE) at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1). The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state and professional standards (e.g., FEAPs, INTASC).

Florida Education Accomplished Practices (FEAPS)

EDF 5481 content works toward the accomplishment of the following FEAPS:

- FEAP #1 – Assessment
 - The professional teacher/counselor continually reviews and assesses data gathered from a variety of sources. These sources can include, but shall not be limited to, pretests, standardized tests, portfolios, anecdotal records, case studies, subject-area inventories, cumulative records, and student services information. The professional teacher develops instructional plans that meet students' cognitive, social, linguistic, cultural, emotional, and physical needs.

FEAP #4 – Critical thinking

- The professional teacher/counselor uses a variety of performance assessment techniques and strategies that measure higher-order thinking skills in students and provides realistic projects and problem-solving activities which will enable all students to demonstrate their ability to think creatively.

CACREP Clinical Mental Health Counseling

- I1—Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
- I2—Knows models of program evaluation for clinical mental health programs.

IMPORTANT INFORMATION

Academic Integrity Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct that demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can be as severe as dismissal from the University.

Be assured and forewarned that cheating will not be tolerated in this course. All cases of suspected cheating or plagiarism will be referred to the University's Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being found guilty of dishonest academic practice, the instructor shall make an academic judgment about the student's grade on that work and in that course and shall report such incidents to the Primary Administrative Officer.

Misconduct includes:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism: The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions, or materials taken from another source, including internet sources, is guilty of plagiarism--- (http://www.fiu.edu/~sccr/standards_of_conduct.htm)

Policies

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

As a member of the FIU community you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Code of Conduct](#).

Technical Requirements and Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Please visit our [Technical Requirements](#) webpage for additional information.

Mozilla firefox is the browser that works best with Canvas and Studymate <https://www.mozilla.org/en-US/firefox/new/>

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- StudyMate & LockDown Browser - [Respondus Privacy Policy](#)

Please visit our [Technical Requirements](#) webpage for additional information.

Accessibility And Accommodation

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Canvas's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

Course Prerequisites

There are no prerequisites for this course.

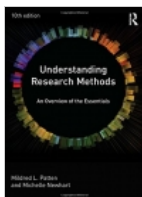
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Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

Textbook



Understanding Research Methods: An Overview of the Essentials (10th edition)

Patten, M.L. & Newhart, M.

Routledge Publishing (2018)

ISBN-13: 978-0415790529

ISBN-10: 0415790522

Expectations Of This Course

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- **Review the how to get started information** located in the course content
- **Introduce yourself** to the class during the first week by posting a self introduction in the appropriate discussion forum
- **Take the practice quiz** to ensure that your computer is compatible with Canvas
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar
- Log in to the course a minimum of 2 times per week
- Respond to discussion board postings by Sunday at 11:59pm
- Respond to emails within 48 hours
- Submit assignments by the corresponding deadline

This is a fully-online course. All students are REQUIRED to regularly utilize Canvas Learn9 to check for course announcements, read class lectures, take quizzes and exams, and track grades a minimum of twice a week. Failure to check the course each week for announcements or email messages is not an excuse for missed assignments or instructions. If you are uncomfortable using or unable to regularly access a computer, you should consider dropping this course.

The instructor will:

- Log in to the course 4 times per week
- Respond to discussion boards, blogs and journal postings within 48 hours
- Respond to emails within 48 hours
- Grade assignments within 1 week of the assignment deadline



EXTRA CREDIT: You may earn up to 3 three extra credit points on your final course grade by watching the Extra Credit Video (Research Methods) and posting a one-page summary of the video in the extra credit drop box.



MAKEUP POLICY: Due to the necessity for sequential mastery of material, no make-ups will be permitted. Please note that the lowest exam grade is dropped. If you miss an exam, that 0 will be your dropped grade.

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Eps Professional Code Of Decorum

The following expectations constitute the Code of Professional Decorum governing conduct in the Department of Educational & Psychological Studies (EPS). These expectations are essential to the department's goal of providing students with a quality education in an environment conducive to learning. A committee of EPS students and faculty developed this Code. Students and faculty in the department of EPS shall: a) be respectful of the learning environment; b) be respectful of all individuals in class; c) have a professional commitment to learning; and d) have professional integrity.

1. Shall be Respectful of the Learning Environment

- Be punctual: Arrive to class and return from breaks on-time
- Keep beepers and cellular phones off or on silent mode during class
- Avoid disruptive conduct (i.e., any behavior that interferes with class functions)

2. Shall Be Respectful of All Individuals in Class

- Appropriately participate in classroom discussions and activities
- Allow equal opportunity for all class members to participate
- Have respect for the opinions of others by voicing disagreements in a professional manner

3. Shall Have a Professional Commitment to Learning

- Complete and turn in assignments on time
- Make personal efforts to get assistance from fellow classmates/faculty to facilitate learning
- Strive for perfect class attendance

4. Shall Have Professional Integrity

- Engage in academic honesty
- If absent from class, take personal responsibility for missed content
- Professionally represent yourself and the university at all intern sites

COURSE DETAIL

Course Communication

Communication in this course will take place via **Email**.

The Email feature is an external communication tool that allows users to send emails to users enrolled within the course. Emails are sent to the students' FIU email on record. The Email tool is located on the Course Menu, on the left side of the course webpage.

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.

Assessments

Syllabus/Website Quiz

- During the first week of the semester, you will take a quiz based on the course requirements. The purpose is to ensure that you clearly understand the course requirements.

Plagiarism Tutorial and Quiz

- You will review the Plagiarism Tutorial and take a Quiz to demonstrate your understanding of plagiarism.

Exams

Three online exams (10 points each) will be given; the lowest grade will be dropped. You will have 100 minutes to complete 60 multiple choice, matching, and true/false questions pertaining to the text book and course material. You are only allowed one attempt at each exam so do not enter the exams until you are ready to take them. You will see your grade after the due date and time which always falls on Sunday at 11:59pm. Because the lowest exam grade is dropped, if you take the first two exams and are satisfied with your grade, you may choose to skip exam 3.

Important information regarding exams:

- Exams have time limits; all questions must be answered and **submitted before** the time expires. When the time has run out, the exam is submitted automatically with whatever answers have been saved at that point.
- Be aware of the availability window on exams.
 - For example: If your exam is available from 7am - 7pm and you have 1 hour to complete the exam; you would need to start your exam at 6pm in order for you to have the full hour. If you start at 6:20 then you will only have 40 minutes to complete your exam. For this course, all exams are due at 11:59 on Sunday.
- You will be able to view exam questions and answers AFTER the availability window for the exam closes (after the due date).

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

Mastery Quizzes

You will participate in 7 Mastery Quizzes throughout the semester to demonstrate your mastery of the weekly objectives. There will be approximately 5-10 questions in each quiz, based on the weekly course material.

StudyMate Activities

You will submit a minimum of two questions to the StudyMate activity for each module, based on the weekly material. You will earn 1 point for contributing your questions to each StudyMate Activity for a total of 12 points. Activities are due on Sunday at 11:59pm of the week in which they are assigned, though you will be able to play the games throughout the entire semester to help you prepare for exams. Note: You are encouraged to play at least one game/activity for study purposes. Your participation in the Games must be completed by Sunday at 11:59pm. You will not "submit" anything. The system tracks your participation (behind the scenes). IMPORTANT: There is a StudyMate app available and it is a great for STUDY purposes BUT it does NOT track your progress. You

must play at least ONE ACTIVITY through the COURSE in a web browser (you may be able to log in to the course through your phone browser). The external App is great but I will not be able to assign a grade if it is all you use to play the games.

Mastery Activities

You will participate in 7 Mastery Activities throughout the semester to demonstrate your mastery of the weekly objectives. There will be approximately 5-10 questions in each activity, based on the weekly course material.

Discussion Forums

Five weeks (see syllabus calendar), there will be a video to watch within the course. You must watch the videos and participate in a discussion with peers on the discussion board (3 points each). Posts should reference the videos and the reading material and should demonstrate that you read and understand the assigned textbook chapter. Grading Rubrics (see below) will be posted in the discussion forum. Your discussion grade will be posted within a week of the due date. Discussion posts are due on their designated week on Sunday at 11:59pm. LATE POSTS WILL NOT BE GRADED.

Keep in mind that forum discussions are public, and care should be taken when determining what to post. If you need to send a private message to an instructor or student, please use email.

Discussion Board Rubric					
Category	0 point	.25 (per category)	.50 point (per category)	.75 point (per category)	1 point (per category)
Promptness and Initiative	Does Not Post	Does not respond to most postings; rarely participates or waits until the last few hours	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 48 hour period	Posts early and interactively; demonstrates good self-initiative
Applies course concepts and terms correctly to the topic (Posts and Replies)	Does Not Post	Explains few relevant course concepts and terms; partial or erroneous understanding demonstrated	Explains a few relevant course concepts and terms; limited understanding is demonstrated	Applies course concepts and terms correctly to the topic	Applies course concepts and terms correctly to the topic, with examples and supporting evidence
Engages with other students in discussing course concepts and relates relevant real-world examples (Replies)	Does Not Post	Does not engage with other students	Engages with one other student in discussing course concepts and relates relevant real-world examples	Engages with two other students in discussing course concepts and relates relevant real-world examples	Engages with two or more students in discussing course concepts; seeks to extend the dialogue with questions, and relates relevant real-world examples
Consistently uses accurate grammar and spelling; organizes ideas (Posts and Replies)	Does Not Post	Uses poor grammar, spelling and organization of ideas in most posts and replies	Uses accurate grammar and spelling; organizes ideas in some posts and replies but with significant errors	Uses accurate grammar and spelling; organizes ideas in most posts and replies	Consistently uses accurate grammar and spelling; organizes ideas in all posts and replies
Supports views with appropriate sources and citations (Post)	Does Not Post	Does not cite sources	N/A	N/A	Validates views with appropriate scholarly sources and citations, using correct APA Style

Rough Drafts Of Article Critique Sections

For the Article Critique assignment, you must select an empirical article (look for “measures” and “methods” sections) and write a

critique based on the specifications below. I encourage you to email me your article by September 9th to ensure its appropriateness for this assignment—if you do your critique on an article that is not an empirical study, you will receive a failing grade. You will submit rough drafts of each portion of the Article Critique paper to the Assignment DropBox for specific feedback by uploading it into the assignment drop box.

- The Research Problem Section draft will be due September 16
 - **Summarize** the Introduction and Literature Review Sections of the article
 - **Critique/Evaluate** the Research Problem:
 - What is the major research problem identified in the study? Is the problem clearly stated?
 - What is the author(s) justification for conducting the study?
 - What is/are the purpose(s) of the study?
 - Is the selection of a quantitative approach instead of a qualitative approach justified?
 - Is there a theoretical basis for the study? If yes, briefly describe the theory.
 - What is (are) the research question(s), objective(s) or hypotheses?
 - What is the relationship between the theory and the research questions, objectives or hypotheses?
- The Measurement Section draft will be due September 23
 - **Summarize** the Methods Sections of the article (which includes the participants, measures, procedures, etc.)
 - **Critique/Evaluate** the Measurement issues:
 - What are the primary concepts/variables in the study?
 - Are there independent and dependent variables? If yes, what are they?
 - For each of these variables, state the conceptual or operational definition. Comment on the adequacy of the definition(s).
 - Is there evidence that the measures used were valid?
 - Is there evidence that the measures used were reliable?
- The Research Design AND the Sampling Section drafts will be due September 30
 - **Critique/Evaluate** the Research Design issues:
 - What specific research design(s) did the authors use? (May not be stated directly you should be able to figure it out based on what you have learned)
 - Are there threats to internal and external validity? If yes, discuss.
 - **Critique/Evaluate** the Sampling issues:
 - What is the population that the authors wanted to study (i.e., target population)?
 - Does the population (i.e., sampling frame) from which the sample was taken represent all of the appropriate people?
 - What type of sampling technique was used?
 - What are the implications of this sampling technique for the findings?
 - Are there issues with external validity?
- The Data Collection AND Data Analysis Section drafts will be due October 7
 - **Critique/Evaluate** the Data Collection issues:
 - What data collection method(s) did the researcher(s) use?
 - What are the advantages and disadvantages of the data collection method(s) used?
 - **Critique/Evaluate** the Data Analysis issues:
 - How were the data analyzed?
 - What type(s) of analysis and statistics used in the study?

- The Results Section AND Implications drafts will be due October 14
 - **Summarize** the Results section of the article
 - **Critique/Evaluate** the Results issues:
 - What are the major results/findings of the study?
 - How do these results answer the original research question(s)?
 - How confident are you with the findings?
 - **Summarize** the Discussion/Conclusion of the article
 - **Critique/Evaluate** the Implications of the Findings:
 - What conclusions did the authors reach?
 - Are these conclusion(s) appropriate?
 - What did the researchers report as the implications of the study?
 - In your opinion, what is the significance of the findings for your area of interest?
- Your Contribution section draft will be due October 21
 - This section is very important. It should be at least two pages.
 - If you were to conduct this study again:
 - What would change, and why?
 - What would keep, and why?
 - What would you delete, and why?
- Rough Draft Sections are submitted to the dropbox under the respective week by Sunday at 11:59pm of the week in which they are assigned. You should receive your feedback within one week of the due date.

Article Critique Paper

After you receive feedback on your rough drafts of the individual sections of the article critique paper, you will combine all sections into an essay paper using APA Style. The final paper is due by November 12th at 11:59pm. The paper is worth 13 points--Please note: In order to receive credit, you must upload the assignment to Task Stream (see below for details)

ARTICLE CRITIQUE REQUIREMENTS:

The critique will be at least **7-9 double-spaced pages** long, and should include the following:

- The journal article is summarized section-by-section, then evaluated/critiqued
- Alternatively, each section of the article may be summarized, then critiqued before going to the next section.

Your article must meet ALL of the following criteria:

- It utilized a quantitative Design
- It reports the finding of an empirical study (not a review paper),
- It includes first hand data based on at least 50 individuals/units/observations (sample size)
- It is published in a scholarly journal with a publication date no more than two years before the beginning of the current semester (i.e. not more than 2 years old)
- The published length of the article is at least 11 pages, not including references and appendices

Follow the outline below as you write your critique paper.

- **Summarize** the Introduction and Literature Review Sections of the article
 - Critique/Evaluate the Research Problem:
 - What is the major research problem identified in the study? Is the problem clearly stated?

- What is the author(s) justification for conducting the study?
 - What is/are the purpose(s) of the study?
 - Is the selection of a quantitative approach instead of a qualitative approach justified?
 - Is there a theoretical basis for the study? If yes, briefly describe the theory.
 - What is (are) the research question(s), objective(s) or hypotheses?
 - What is the relationship between the theory and the research questions, objectives or hypotheses?
- **Summarize** the Methods Sections of the article (which includes the participants, measures, procedures, etc.)
 - **Critique/Evaluate** the Measurement issues:
 - What are the primary concepts/variables in the study?
 - Are there independent and dependent variables? If yes, what are they?
 - For each of these variables, state the conceptual or operational definition. Comment on the adequacy of the definition(s).
 - Is there evidence that the measures used were valid?
 - Is there evidence that the measures used were reliable?
 - **Critique/Evaluate** the Research Design issues:
 - **Critique/Evaluate** the following areas:
 - What specific research design(s) did the authors use? (May not be stated directly you should be able to figure it out based on what you have learned)
 - Are there threats to internal and external validity? If yes, discuss.
 - **Critique/Evaluate** the Sampling issues:
 - What is the population that the authors wanted to study (i.e., target population)?
 - Does the population (i.e., sampling frame) from which the sample was taken represent all of the appropriate people?
 - What type of sampling technique was used?
 - What are the implications of this sampling technique for the findings?
 - Are there issues with external validity?
 - **Critique/Evaluate** the Data Collection issues:
 - What data collection method(s) did the researcher(s) use?
 - What are the advantages and disadvantages of the data collection method(s) used?
 - **Summarize** the Results section of the article
 - **Critique/Evaluate** the Data Analysis issues:
 - How were the data analyzed?
 - What type(s) of analysis and statistics used in the study?
 - **Critique/Evaluate** the Results issues:
 - What are the major results/findings of the study?
 - How do these results answer the original research question(s)?
 - How confident are you with the findings?
 - **Summarize** the Discussion/Conclusion of the article
 - **Critique/Evaluate** the Implications of the Findings:
 - What conclusions did the authors reach?
 - Are these conclusion(s) appropriate?
 - What did the researchers report as the implications of the study?
 - In your opinion, what is the significance of the findings for your area of interest?

- Your Contribution: This section is very important. **It should be at least two pages.**
 - If you were to conduct this study again:
 - What would change, and why?
 - What would keep, and why?
 - What would you delete, and why?

Adobe Connect Pro Virtual Meeting Or Alternate Assignment

The Adobe Connect Pro Meeting is an online meeting room in which you can interact with your Professor and fellow students by sharing your computer, screens or files, chat, broadcast live audio and take part in other interactive online activities. Your Adobe Connect Pro Meeting room will be located within your online course in the course content section.

Three (see course calendar) virtual meetings will be held throughout the semester using Adobe Connect for explanation of material, group activities, and question and answer time. You are required to “attend” **three** sessions (5 points each) or complete an alternate assignment if you do not attend. The alternate assignment will require you to listen to the recorded session and write a one-page summary of the meeting. You will ask any questions you have in this paper as well. Submit the alternate assignment in the “Virtual Meeting Alternate Assignment Dropbox” in Canvas.

Requirements for using Adobe Connect Pro Meeting:

1. Disable any window pop-up blocker.
2. Adobe Flash Player 9 or higher
3. If you are sharing your screen or uploading content to the meeting room then you need to install the Adobe Acrobat Connect Add-in for Windows or Macintosh.
4. You can test your computer to make sure that you are set up with all of the tools you will need to participate in the meeting.

Please click [here](#) to help you get started with Adobe Connect Pro Meeting.

Grading

*** You can calculate your current grade at any point by adding up the total points you earned and divide it by the total points assigned up to that point.

Course Requirements	Weight
Syllabus/Website Quiz (3 points): You will complete the syllabus quiz during week 1 (<u>Do not confuse with the practice quiz</u>)	3%
Plagiarism Quiz (2 points): You will complete the Plagiarism Tutorial and Quiz	2%
Virtual Meetings/Alternate Assignments 5 points each): There will be 3 virtual meetings through Adobe Connect. You are required to attend these sessions. If you cannot attend, you have the option of listening to the recorded sessions and completing a one-page summary. (Addresses FEAPS 1, 2 & 4; CACREP Standards I1 & I2)	15%
Video Discussions (3 points each): There will be 4 video discussions throughout the semester. (note: discussion= more than one post—see grading rubric below) (Addresses FEAPS 1, 2 & 4; CACREP Standards I1 & I2)	12%
Mastery Quizzes (3 point each): You will complete 7 mastery activities throughout the semester to demonstrate your mastery of the weekly objectives (Addresses FEAPS 1, 2 & 4; CACREP Standards I1 & I2)	14%
StudyMate Activities (1 point each): You will submit at least 2 questions to StudyMate most weeks (Addresses FEAPS 1)	12%
Online exams (10 points each): Three exams will be given but the lowest grade will be dropped. <u>No make-up exams will be given</u> (Addresses FEAPS 1 & 4)	20%
Rough Drafts of Individual sections of Article Critique paper (1 point each): You will earn 1 point for each of the 9 Rough Draft Sections	9%

Course Requirements	Weight
Article Critique Paper (13 points); A passing grade must be earned in order to pass the course (Addresses FEAPS 1, 2 & 4; CACREP Standards I1 & I2)	13%
Total	100%

Letter	Range	Letter	Range
A	Above 93	C+	76 - 79
A-	90 - 92	C	70 - 75
B+	87 - 89	D	65 - 69
B	84 - 86	F	< 65
B-	80 - 83		

COURSE CALENDAR

Weekly Schedule

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Module/Week	DATE	MODULE	READ	DUE
1	Aug 20-26	<ul style="list-style-type: none"> Introduction to Educational Research 	Part 1	<ul style="list-style-type: none"> Introduction on disc board Syllabus/Website Quiz Studymate Game 1 Mastery Quiz #1 EMAIL mwhiddon@fiu.edu if you did not receive an email from me by the end of Week 1
2	Aug 27-Sept 2	<ul style="list-style-type: none"> Identifying the Research Problem Theoretical Framework 	1) Research Problem Reading, 2) Theory & Hypothesis Video 3)Theoretical Framework Reading	<ul style="list-style-type: none"> Studymate Game 2 Mastery Quiz 2 Article search to find an article to use for your Article Critique paper Aug 27-Last day to Add/Drop
3	Sept	<ul style="list-style-type: none"> Reviewing Literature 	Part 2	<ul style="list-style-type: none"> Studymate Game

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	3-9			<ul style="list-style-type: none"> 3 • Mastery Quiz #3 • Plagiarism Quiz • Article due for approval via email
4	Sept 10-16	<ul style="list-style-type: none"> • In Text Citations and Reference Lists 	1) Part C, 2) Plagiarism Reading	<ul style="list-style-type: none"> • Studymate Game 4 • Video Discussion: Quantitative • VIRTUAL MEETING 1: Wednesday 9/12, 8:30-10:00pm OR Alternate Assignment • Research Problem Critique due -Sept 13- Last day to drop with 25% Refund
5	Sept 17-23		Exam 1	<ul style="list-style-type: none"> • Measurement Critique due
6	Sept 24- 30	<ul style="list-style-type: none"> • Sampling 	Part 4	<ul style="list-style-type: none"> • Studymate Game 5 • Mastery Quiz 4 • VIRTUAL MEETING 2: Monday 9/24 at 9-10pm OR Alternate Assignment • Research Design Critique due • Sampling Critique due
7	Oct 1-7	<ul style="list-style-type: none"> • Measurement 	1) Part 5 2) Validity Reading	<ul style="list-style-type: none"> • Studymate Game 6 • Mastery Quiz 5 • Data Collection Critique due • Data Analysis Critique due

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8	Oct 8-14	<ul style="list-style-type: none"> Qualitative Research 	1) Part 6 2) Research Design Video	<ul style="list-style-type: none"> Studymate Game 7 Results Critique due Implications Critique Due Video Discussion: Qualitative Methods VIRTUAL MEETING 3: Tuesday 10/9 at 9-10pm: OR Alternate Assignment Studymate Game 8
9	Oct 15-21	<ul style="list-style-type: none"> Nonexperimental Designs 	Non-experimental Design Reading	<ul style="list-style-type: none"> Studymate Game 8 Your Contribution Critique Due
10	Oct 22-28	Exam 2 (Ch 8-14)		
11	Oct 29-Nov 4	<ul style="list-style-type: none"> Designing Experimental Design Non-Experimental Design 	Part 7	<ul style="list-style-type: none"> Studymate Game 9 Mastery Quiz #6 Video Discussion: Research Design Oct 29- Last day to drop with DR
12	Nov 5-11	<ul style="list-style-type: none"> Analyzing Data: Understanding Statistics 	1) Part 8 2) Effect Size Video 3) Quant Methods Video	<ul style="list-style-type: none"> Studymate Game 10 Mastery Quiz #7 Article Critique Paper Due
13	Nov 12-18	<ul style="list-style-type: none"> Effect Size and Meta-Analysis 	1) Part 9 2) Qualitative Methods Video	<ul style="list-style-type: none"> Studymate Game 11
14	Nov 19-25	Study Week: Happy Holidays		

Module/Week	DATE	MODULE	READ	DUE
15	Nov 26- Dec 2	<ul style="list-style-type: none"> • Preparing Research Reports 	1) Part 10 2)Research Skills Video	<ul style="list-style-type: none"> • Studymate Game 12 • Video Discussion: Research Skills Video Discussion • Extra Credit Video Reflection Due
16	<u>Dec</u> <u>3-5</u>		Exam 3	<u>DUE WEDNESDAY</u>

ALL ASSIGNMENTS AND EXAMS MUST BE SUBMITTED BY 11:59PM ON THEIR SUNDAY DUE DATE TO RECEIVE CREDIT EXCEPT EXAM 3