**Florida Gulf Coast University**

**College of Education**

Research and Program Evaluation

MHS 6710

Syllabus, Summer 2010

Tentative and Subject to Revision based on

Student Input and/or Circumstances Beyond Our Control

***Instructor:*** Robert Triscari, Ph.D.

 Assistant Professor of Research and Assessment

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Office: Academic Building 3, Room 259

Office Hours:

Thursday 2-4 pm or by appointment

***Course Meetings:*** May 13th to July 15th

 Room: Academic Building 3, Room 205

 Day: Thursdays

 Time: 5:00 – 9:00

***Course Prerequisites and Co-requisites:*** None

***Required Texts and Readings***

Leedy, P. and Ormrod, J. (2010). *Practical research: Planning and design (9th ed.).* Boston, MA: Pearson.

McMillan, J. and Wergin, J. (2010). *Understanding and evaluating educational research (4th ed.).* Boston, MA: Pearson.

***Course Description***

 This is an introductory overview course in educational research and evaluation. This course has one overarching goal: **to increase and sharpen your understanding of basic research and evaluation concepts and procedures.**

The course will emphasize practical issues related to planning, conducting, and interpreting research. I also hope to develop your interest in research related to your particular area.

CLASS MEMBERS WILL REQUIRE THE USE OF **ANGEL**.

***Course Objectives***

1. Use the internet to identify and use basic library references related to research. These references will include peer reviewed journals and databases.
2. Distinguish between generalizable research and action research.
3. Identify the role of research in clinical decision making.
4. Demonstrate knowledge of validity and reliability of instruments used to collect data.
5. Demonstrate knowledge of Internal Review Boards in overseeing ethical behavior in research.
6. Demonstrate ability to interpret and apply results of studies.
7. Distinguish between qualitative, quantitative, and mixed methods research.
8. Compare and contrast characteristics and uses of experimental, quasi-experimental, correlational, casual-comparative, single subject, survey, ethnographic, historical, and case study methodologies.
9. Provide appropriate interpretations of designated statistical tests of significance.
10. Develop personal interests in research related to particular fields of specialty.

**PRIMARY METHODS OF INSTRUCTION**

|  |  |  |
| --- | --- | --- |
| **Included? Y/N** | **Method Type** | **Description** |
|  X | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
|  | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice.  |
|   | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
|   | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
| X | Lecture  | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
|   | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
|  | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
|  | Web Based Activity | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |
|  | Field Experience Course | The course is primarily designed to provide practicum or internship experiences and supervision. |
|  | Guest Speakers/Field Trips | The course includes one or more guest speakers or trips to external sites (on an individual or group basis) to support learning from experts or examples from the field. |

**Confidentiality**

Protecting confidentiality is the cornerstone of our profession. You are expected to protect the information and identity of any client you work with as specified and limited by ethical standards (ACA and AMHCA and or ASCA) and relevant state and Federal laws. In some situations, class participants can sometimes serve as clients, counselors and peer supervisors. As a result, confidentiality regarding client issues is mandatory. Thus it is a baseline expectation that you will not carry personal information out of this class. Student school counselors are also expected to follow the Florida Standards for Professional Practice.

**Furthermore, students will be required to record, with appropriate permission and informed consent, counseling sessions for evaluation by site, university and peer supervisors.** This will be done using digital recording equipment and exchange of recordings using YouSendIt.com. Please register on Yousendit if you do not already have an account and familiarize yourself with how to readily send your digital recordings.

***ANGEL Learning Management System and Demonstration Site***

All course materials will be provided in Angel; students are expected to submit work in Angel and to check the points being accrued in Angel periodically. Information on ANGEL is available online at <http://elearning.fgcu.edu/frames.aspx> and

<http://elearning.fgcu.edu/section/default.asp?id=xxxDemoonlinecoursestudent> .

***Assessments***

**Two Untimed Tests (50% of the grade – 25% for each test)**

Each test will cover approximate half of the materials and contain 80 multiple-choice items each. The tests will be administered and scored in ANGEL. Test 1 includes materials covered through 6/3 and Test 2 covers the remainder of the material covered.

**Critique of Articles (50% of the grade – 25% for each)**

You will select a research article or thesis based on your individual interests and submit an evaluative critique along with a copy of the article or thesis selected (electronic submissions via ANGEL). The evaluative critique must include both general and method specific criteria. Articles or thesis for review MUST be of one of the types or research covered in class and/or the textbook such as:

* Quantitative (Experimental, either group or single subject, Survey, Correlational, or Casual Comparative)
* Qualitative (Narrative or Ethnographic)
* Mixed Methods
* Action Research

Please note that the topic or content covered by the article selected for critical review should reflect your own personal and professional interests.

An evaluative critique means an assessment of the strengths and weaknesses of the characteristics of the type of research presented by the article or thesis in terms of the concepts covered in the textbook and the course. DO NOT simply re-state what the author has said without critically evaluating the components of the research covered in the article! Both the evaluative critique and the article or thesis are to be submitted electronically via ANGEL.

Examples of acceptable critical reviews will be provided on the ANGEL course website. Articles which are topical reviews of research, program evaluations, or opinion articles not based on an empirical research study are not acceptable for these critical reviews. If you have any questions about the acceptability of your article get the instructor’s approval of the article before proceeding.

**Grades are based on the following percent scale:**

* A = 90-100%
* B = 80-89%
* C = 70-79%
* D = 60-69%
* F = 0-59%

***Submissions to the Drop Boxes***

The article analyses must be submitted in Word.

***Late Work***

Students are expected to submit all assignments on time and to keep up with the demanding pace and high standards of a 6000-level course. One half-letter grade (e.g., from “A” to “B+”) will be deducted for late assignments whichwill not be accepted more than 2 days after the due date.

***Incomplete (I) Grade***

“A student who is passing a course but who has not completed all of the required coursework by the end of the term may, with the permission of the instructor, be assigned a grade of I. A grade of I is not computed in a student’s GPA.

“An incomplete grade cannot be assigned to a course if the student fails to attend the course, drops the course after the drop/add period, or withdraws from the university. A student who registers for a course but fails to meet the course requirements, without officially dropping the course, will receive a grade of F in the course.

“To initiate consideration for a grade of I, a student must contact the instructor before grades are reported. The decision to award a grade of I is solely the decision of the instructor. Should a professor decide to assign the grade, both the student and the professor must complete and retain a copy of an Incomplete Grade Agreement Form. The maximum amount of time to complete coursework to remove a grade of I is one year from the ending date of the semester for which the grade was assigned or graduation, whichever comes first; however, instructors may restrict the amount of time given to the student to complete the coursework. After one year, a grade of I will be changed to an F if the instructor has reported no grade. A student may not re-register for a course in which he or she currently has an incomplete (I) grade.”

***Policies and Procedures***

Academic Behavior Standards and Academic Dishonesty

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the ***Student Code of Conduct*** and ***Policies and Procedures*** sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at <http://studentservices.fgcu.edu/judicialaffairs/new.html>. In addition to the FGCU policies, the College of Education requires that students adhere to an educator-based set of ethics requirements. These may be found online at: <http://coe.fgcu.edu/certificates/files/COECodeofEthics-2008.pdf>

Disability Accommodations Services

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239-590-7956 or TTY 239-590-7930

Plagiarism

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions posted on the Turnitin.com site.

Student Observance of Religious Holidays

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

***Weekly Schedule***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week #** | **Class Meeting Date**  |  **Lecture Topic** | **Weekly Reading****Chapters** | **Assessments**  |
| 1 | May 13 | Introduction and overview |  |  |
| 2 | May 20 | Quantitative Nonexperimental DesignsTools of Research | M: pp 1-29; L: pp 1-43 |  |
| 3 | May 27 | Literature ReviewsExperimental Designs | M: pp 60-71L: pp 44-84 |  |
| 4 | June 3 | Qualitative Research | M: pp 89-108L: pp 85-134 | **Test 1 (on ANGEL) Due 6/6 11:59 PM**  |
| 5 | June 10 | Qualitative ResearchDescriptive Research | L: pp 135-222 | **First Article Critique Due 6/13 11:59 PM** |
| 6 | June 17 | Mixed-Methods Designs | M: pp 134-165 |  |
| 7 | June 24 | Experimental and Ex Post Facto Designs | L: pp 223-252 |  |
| 8 | July 1 | Action Research | M: pp 166-184 |  |
| 9 | July 8 | Analyzing Quantitative Data | L: pp 253-290 | **Second Article Critique Due 7/11 11:59 PM** |
| 10 | July 15 | Research Report Writing | L: pp 291-311 | **Test 2 (on ANGEL) Due 7/14 11:59 PM** |

Note: M = McMillan Text and L = Leedy Text

Please go to <http://www.fgcu.edu/Registrar/calresults.asp?termID=35> for other important dates (add/drop, holidays . . .).

**Select University Resources**

**Distance-Learning**

Information on distance learning courses is available online at <http://itech.fgcu.edu/distance/>

**Online Tutorials**

Information on online tutorials to assist students is available online at <http://www.fgcu.edu/support/>

**ANGEL Learning Management System and Demonstration Site**

Information on ANGEL is available online at <http://elearning.fgcu.edu/frames.aspx> and

<http://elearning.fgcu.edu/section/default.asp?id=xxxDemoonlinecoursestudent>

**Library Resources**

Main page: <http://library.fgcu.edu/>

Tutorials & Handouts: <http://library.fgcu.edu/RSD/Instruction/tutorials.htm>

Research Guides: <http://library.fgcu.edu/RSD/Guides/index.html>

Contact Us: <http://library.fgcu.edu/LBS/about/contactus.htm>

**Standards Matrix**

