

Curriculum Proposal Cover Sheet

Use Only: Proposal No. _____	UWUCC Use Only: Proposal No. <u>14-113</u>
_____	UNLEAG Action Date: <u>AP 2/10/15</u> Approval Date: <u>App/Inf: 3/3/15</u>

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Educational and School Psychology	Phone 724-357-3782

Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

1. Course Proposals (check all that apply)

New Course
 Course Prefix Change
 Course Deletion
 Course Revision
 Course Number and/or Title Change
 Catalog Description Change

Current course prefix, number and full title: EDSP 479 Interpreting and Critiquing Educational Research

Proposed course prefix, number and full title, if changing: _____

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies - must meet at least one)
 Global Citizenship
 Information Literacy
 Oral Communication
 Quantitative Reasoning
 Scientific Literacy
 Technological Literacy

3. Other Designations, as appropriate

Honors College Course
 Other (e.g. Women's Studies, Pan African)

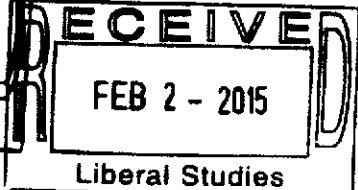
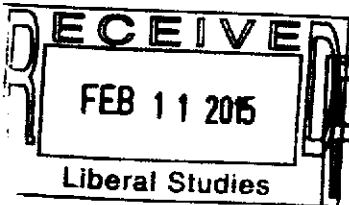
4. Program Proposals

Catalog Description Change
 Program Revision
 Program Title Change
 New Track
 New Degree Program
 New Minor Program
 Liberal Studies Requirement Changes
 Other

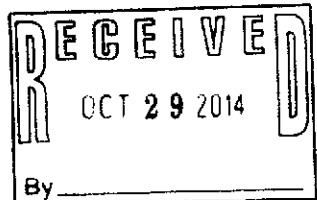
Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>[Signature]</i>	10.28.14
Department Chairperson(s)	<i>[Signature]</i>	10-29-14
College Curriculum Committee Chair	<i>[Signature]</i>	12/2/14
College Dean	<i>[Signature]</i>	12/11/14
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Schmitt</i>	2/12/15



DEC 12 2014



Syllabus of Record Format

I. Catalog Description

EDSP 479 Interpreting and Critiquing Educational Research	3 class hours
	0 lab hours
Prerequisites: EDSP 477, or permission of instructor	3 credits
	3c-0l-3cr

Obtain knowledge and understanding of various designs, components and principles used in educational research articles and develop application, analysis, synthesis, and evaluation skills which will allow the summarizing and critiquing of a variety of research articles.

II. Course Outcomes:

Students will be able to

1. Know, understand and evaluate basic educational research types and designs.
2. Interpret and apply sampling techniques using application, analysis and synthesis thinking skills.
3. Recognize and apply concepts in measurement using application, analysis and synthesis thinking.
4. Understand and evaluate descriptive and inferential statistics and hypothesis testing procedures.
5. Recognize, interpret, and apply Internal and External Threats to Validity using application, analysis and synthesis.
6. Write a summary which will require the use of application, analysis and synthesis thinking skills.
7. Write a critique which will require analysis, synthesis and evaluation thinking.

III. Course Outline

<u>Topic</u>	<u>Academic Hours</u>
Syllabus / Pre-test	2 hours
The Process of Research	1 hour
Quantitative and Qualitative Research	2 hours
Statement of Problem	1 hour
Literature Review	2 hours
Intent of Study	1 hour
Exam 1	2 hours
Quantitative Research Design	3 hours
Quantitative Participants and Data Collection	3 hours
Quantitative Data Analysis and Results	3 hours
Qualitative Research Design	3 hours
Qualitative Participants and Data Collection	3 hours
Qualitative Data Analysis and Results	3 hours
Exam 2	2 hours
Mixed Methods Research Design	3 hours

Action Research	3 hours
Interpretation of Study	3 hours
<u>Exam 3 - During Final Exam Week</u>	<u>2 hours</u>

IV. Evaluation Methods

The final grade will be determined as follows:

12.5% Fourteen Quizzes: There will be a vocabulary quiz for each of the 14 chapters. Each quiz will consist of a variety of question types which will require the student to use knowledge and understanding thinking skills.

12.5% Fourteen Homework Assignments: There will be an outline homework assignment for each of the 14 chapters. The student will produce an outline of an answer for each of three restricted response essay questions which will require the student to use knowledge and understanding thinking skills.

25% Three Exams: There will be two exams during the term and a third exam during finals week. Each exam will consist of a variety of question types which will require the student to use application, analysis, synthesis, and evaluation thinking skills.

25% Summaries: Two summaries will require the student to describe educational research articles in their own words using a Summary Worksheet for structure and guidance. The summaries will require the student to use analysis and synthesis thinking skills.

25% Reviews: Two reviews will require the student to critique educational research articles in their own words using a Review Worksheet for structure and guidance. The reviews will require the student to use analysis, synthesis, and evaluation thinking skills.

V. Grading Scale

Grading Scale: A: =>90% B: 80-89.9% C: 70-79.9% D: 60-69.9% F: <60%

VI. Attendance Policy

There is no formal attendance policy for this class.

VII. Required textbooks, supplemental books and readings

Clark, V. P., & Creswell, J. W. (2015). *Understanding research: A consumer's guide, 2nd ed.* Boston, MA: Pearson.

VIII. Special resource requirements

There are no special resource requirements.

IX. Bibliography

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Course Analysis Questionnaire

A. Details of the Course

- A1. How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.**

This course is part of the Educational Psychology Minor. Students who enroll in the Educational Psychology Minor will take this course. This course is not intended to be a Liberal Studies course. The content of this course can not be incorporated in other courses because there is no room for more content in other courses in the department.

- A2. Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.**

This course does not require changes in any other course in the department. This course is being added to the Educational Psychology Minor because of recent PASSHE minor requirements. A proposal to add this course to the Educational Psychology Minor is in the works.

- A3. Has this course ever been offered at IUP on a trial basis (e.g. as a special topic)?**

This course has not been offered before.

A4. Is this course to be a dual-level course?

This course is not intended to be dual level.

A5. If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student?

This course is not to be taken for variable credit.

A6. Do other higher education institutions currently offer this course?

A Bing search using the key term "Understanding Educational Research Courses" and looking for only undergraduate courses resulted in EDU01550 - Understanding Educational Research, Southern Cross University. Other searches using "Reading", "Understanding", "Educational Research", and "Courses" in various combinations resulted in several other courses: EDF5421, Foundations of Educational Research, at Florida International University; EDUC 518, Understanding Educational Research and Assessment, Liberty University; and EPSY 5601: Principles and Methods in Educational Research, University of Connecticut.

A7. Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency?

No professional society, accrediting authority, law or other external agency recommends or requires the content or skills of this proposed course.

B. Interdisciplinary Implications

B1. Will this course be taught by instructors from more than one department?

This course will be taught by one instructor in the Department of Educational and School Psychology.

B2. What is the relationship between the content of this course and the content of courses offered by other departments?

The content of this course does overlap somewhat with other courses at the University. However, the focus on educational research articles is what makes it different from any other undergraduate course.

B3. Will this course be cross-listed with other departments?

This course will not be cross-listed with other departments.

C. Implementation

C1. Are faculty resources adequate?

No new faculty member is required to teach this course because of the decline in enrollment in the College of Education and Educational Technology. This course will be counted as one preparation and three hours of equated workload.

C2. What other resources will be needed to teach this course and how adequate are the current resources?

1. Current space allocations are adequate to offer this course.
2. No special equipment is needed for this course.
3. No laboratory supplies are necessary for this course.
4. Library holdings are adequate.
5. The Department budget is sufficient for any costs for this course.

C3. Are any of the resources for this course funded by a grant?

No resources for this course are funded by a grant.

C4. How frequently do you expect this course to be offered?

This course will be offered every Fall or Spring semester.

C5. How many sections of this course do you anticipate offering in any single semester?

One section will be offered at a time.

C6. How many students do you plan to accommodate in a section of this course?

Up to 25 students can be accommodated in this class.

C7. Does any professional society recommend enrollment limits or parameters for a course of this nature?

No professional society recommends enrollment limits or parameters for this course.

C8. If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

This course does involve the use of distance education.

Distance Education Component A. Provide a brief narrative rationale for each of the items, A1- A5.

A1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

For my Ph.D. I had two majors: 1. Measurement, Evaluation, and Techniques of Experimental Research and 2. Child Development. Since coming to IUP in 1985 I have been teaching measurement courses (EDSP 477 & EDSP 577) and research courses

(GSR 615, EDSP 717, EDSP 817, EDSP 915, and EDSP 916). I have been teaching Distance Education courses (EDSP 477, EDSP 577, and GSR 615) since 2007.

A2. How will each objective in the course be met using distance education technologies?

This course will be taught using an approach which follows from Karpicke & Blunt (2011). The title of their article says it all: "Retrieval practice produces more learning than elaborative studying with concept mapping."

TYPICAL CHAPTER ACTIVITY STEPS

1. Read the chapter title, major section headings, sub-section headings, and the summary.
2. Read the chapter and identify relevant vocabulary terms and their definition.
3. Memorize vocabulary terms and their definition.
4. Take the **Vocabulary Quiz in Moodle** which assesses knowledge and understanding via a multiple choice format the first time.
5. If you did not get them all correct, review the vocabulary.
6. Two hours or more after taking the first quiz take the **Vocabulary Quiz in Moodle** again.
7. Read the chapter and identify steps in a process, elements of a list, etc.
8. Memorize steps in a process, elements of a list, etc.
9. Download the **Homework** which assesses knowledge, understanding and low level application via a **Restricted Response Essay** approach and answer the questions. Submit the file to **Moodle / Homework**. Feedback will be provided.
10. Re-read the summary and tie the chapter constructs/ideas together.
11. Take the **Chapter Practice Exams in Moodle** which assesses application, analysis, synthesis, and evaluation via a multiple choice format.
12. If you did not get them all correct, review. Any one attempt may not cover all topics in the chapters. Take it more than once even if you get them all correct.
13. Two hours or more after taking the first **Chapter Practice Exam** take the **Chapter Practice Exam in Moodle** a second time. Take the **Chapter Practice Exam** as many time as you wish.
14. Cycle through steps 11-13 until you get them all correct.
15. Several days before the exam download the **Exam Study Guide** from **Moodle**.
16. Several days before the exam take the **Exam Practice in Moodle** for all of the chapters in the exam. Any one attempt may not cover all topics in the chapters. Take it more than once even if you get them all correct.
17. If you did not get them all correct, review the chapters to identify correct answers.
18. If at any point you have questions and would like an answer/explanation, contact me via e-mail, **Moodle / Question and Answer**, telephone, face-2-face, or any combination of the preceding.

A3. How will instructor-student and student-student, if applicable, interaction take place?

If at any point students have questions and would like an answer/explanation, they can contact me or other students via e-mail, **Moodle / Question and Answer**, telephone, face-2-face, or any combination of the preceding.

A4. How will student achievement be evaluated?

1. Vocabulary Quizzes will consist of multiple choice items which evaluated vocabulary knowledge and understanding for each chapter.
2. The Homework will consist of restricted response essay type questions which evaluate low level application skills for each chapter. Feedback will be provided.
3. The Pre-tests will consist of multiple choice items which assess student entry level application, analysis, synthesis, and evaluation skills for each of three sections. Scores will not be used as a part of the grade. They will be used to gauge progress during this class.
4. The Exams will consist of multiple choice items which assess student application, analysis, synthesis, and evaluation skills for each of three sections.
5. The Summary will consist of a structure guided writing project which assesses student application, analysis, synthesis, and evaluation skills. Individual feedback will be provided.
6. The Review will consist of a structure guided writing project which assesses student application, analysis, synthesis, and evaluation skills. Individual feedback will be provided.

A5. How will academic honesty for tests and assignments be addressed?

Quizzes, Pre-tests, and Exams will be timed. All students (there will be some possible exceptions) will take the Pre-tests and Exams on the same day at the same time. For the Summary and Review each student will use an article chosen by them and approved by me.

D. Miscellaneous

Students will need access to a computer with basic audio/video equipment, internet access (broadband recommended), and Microsoft Word.

Gail,
Thanks for your help with this proposal. Your committee's question and my responses follow:

1. There was some discussion about was this really a 400 level class in the end there was agreement that it was but the thought was that some tweaking was needed to improve its appearance as a 400 level class.
See #2 & 3.
2. For the catalog description begin it with Obtain knowledge. This is to match the style that the catalog editor uses--descriptions do not begin with this course does. (but generally begin with a verb--it makes an incomplete sentence but it saves \$).
 - I. Catalog Description
Obtain knowledge and understanding of components of an educational research article and develop application, analysis, synthesis, and evaluation skills which will allow the summarizing and critiquing of an article.
3. Why was this course proposed as a 400-level course and not a 100- or 200-level course?
This course was proposed at the 400-level because it requires the student to use all of Bloom's Taxonomy (Knowledge, Understanding, Application, Analysis, Synthesis, and Evaluation) when interpreting and critiquing an educational research article.
4. What type of statistics will be discussed in the course? (the math prof on the committee was quibbling with your description of statistics used)
Descriptive Statistics will be discussed, e.g. frequency distributions, central tendency, dispersion, etc. Inferential statistics will be discussed, e.g. analysis of variance, regression, and path analysis. Both will be used when discussing Hypothesis Testing.
5. Suggest changing title of the course. Seems very simplistic and not a 400-level course title.
 - I. Catalog Description
EDSP 479 Interpreting and Critiquing Educational Research
6. Proposal describes course requirements on the review of paper very well. Suggest using same language in the course outcomes. They were talking about the sentence on page 3 that says: "The review will require the student to use analysis, synthesis and evaluation thinking"--these were the types of verbs that would be useful in the outcomes. Collapse some of the outcomes that are being repeated was another suggestion. Proposal seems to focus on learning objectives and not outcomes.
 - II. Course Outcomes:
Students will be able to
 1. Know, understand and evaluate basic educational research types and designs.
 2. Interpret and apply sampling techniques using application, analysis and synthesis thinking skills.
 3. Recognize and apply concepts in measurement using application, analysis and synthesis thinking.
 4. Understand and evaluate descriptive and inferential statistics and hypothesis testing procedures.
 5. Recognize, interpret, and apply Internal and External Threats to Validity using application, analysis and synthesis.
 6. Write a summary which will require the use of application, analysis and synthesis thinking skills.
 7. Write a critique which will require analysis, synthesis and evaluation thinking.

Bill