COLLEGE *of* EDUCATION
PIEDMONT UNIVERSITY

EDS 8824 Analysis and Evaluation of Research

College

College of Education

Section

KBES2

Term

2023SP

Class Time & Place

Asynchronous

Campus

Online

Course Description

This course is designed to enable students to become critical consumers and evaluators of current educational research. Students will develop skills necessary to identify, understand, and assess the strengths and weaknesses of educational research. Throughout the course, students will locate and evaluate a collection of educational research publications and write a critical, scholarly literature review focused in a specific area of education.

Credits

3

Instructor

Sarah E. Sumners, PhD

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Office

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Office Hours

Monday: 5pm-7pm via appointment

Tuesday: 9am-1pm

Wednesday: 10am-1pm

Thursday: 10am-1pm

* Additional hours by Appointment

Textbooks and Class materials

Understanding and Evaluating Research: A Critical Guide by Sue McGregor (**available free through library**)
- An Applied Guide to Research Designs: Quantitative, Qualitative, and Mixed Methods by W. Alex Edmonds and Thomas Kennedy (**available free through library**)

Student Learning Outcomes

Upon the completion of this course, students will be able to:
1. Distinguish different types of quantitative and qualitative research.
2. Describe the purpose and standards for excellence for each section in a research paper
3. Evaluate the strengths and weaknesses of research studies.
4. Determine appropriate inferences from various research findings.
5. Apply main takeaways from research studies to professional practice.

Educational Technology Requirements

Online/Hybrid

Minimum technology requirements for online and hybrid courses may be found at the following URL: https://www.piedmont.edu/academics/technology-requirements/.

Active, weekly participation is required as a minimum standard to register attendance in an online or hybrid course. Logging onto a course, in the absence of active participation, is not sufficient to register attendance.

Grading Scale

To promote fair and consistent assessments, the following grading guidelines will be applied on the total points:

A	100%	to	90%
B	less than 90%	to	80%
C	less than 80%	to	70%
D	less than 70%	to	60%
F	less than 60%	to	0

Grading System

OVERVIEW OF ASSIGNMENTS

Analysis paper activities   40%

Module quizzes   10%

Literature review culminating project   40%

    Literature review building assignments   *(15%)*

    Literature review final submission   *(25%)*

Research in Practice Activity   10%

Total: 100%

Course Outline/Schedule

Module	Topic/Reading/Assignments Due

Module 1	**Topic:** Journal Articles and the Peer Review Process **Reading:** Chapter 5 McGregor, readings from Module One Lesson **Assignment(s):** · Module One Quiz · Module One Assignment
Module 2	**Topic:** The Introduction and Setting Up a Research Article **Reading:** Chapter 6 McGregor, readings from Module Two Lesson **Assignment(s):** · Module Two Quiz · Module Two | Assignment 1 · Module Two | Assignment 2
Module 3	**Topic:** Literature Review and Judging References **Reading:** Chapter 7 McGregor, readings from Module Two Lesson **Assignment(s):** · Module Three Quiz · Module Three Assignment
Module 4	**Topic:** Designing Research Questions **Reading:** readings from Module Two Lesson **Assignment(s):** · Module Four Quiz · Module Four Assignment
Module 5	**Topic:** The Methods Section **Reading:** Chapter 8 McGregor, readings from Module Two Lesson **Assignment(s):** · Module Five Quiz · Module Five | Assignment 1 · Module Five | Assignment 2

Module 6	**Topic:** Data Analysis **Reading:** Chapters 12 and 13 Suter, readings from Module Two Lesson **Assignment(s):** · Module Six Quiz · Module Six Assignment
Module 7	**Topic:** Results and Findings **Reading:** Chapter 13 McGregor, readings from Module Two Lesson **Assignment(s):** · Module Seven Quiz · Module Seven Assignment
Module 8	**Topic:** Discussion/Conclusion Sections and What Makes an Appropriate Takeaway From Research **Reading:** Chapters 14 and 15 McGregor, readings from Module Two Lesson **Assignment(s):** · Module Eight Quiz · Module Eight	Assignment 1 · Module Eight	Assignment 2
Module 9	**Topic:** Quantitative designs I **Reading:** Chapter 10 McGregor, Chapters 2 and 4 Edmonds and Kennedy **Assignment(s):** · Module Nine Quiz
Module 10	**Topic:** Quantitative designs II **Reading:** Chapter 10 McGregor, Chapters 7 and 10 Edmonds and Kennedy **Assignment(s):** · Module Ten Quiz · Module Ten Assignment

Module 11	**Topic:** Qualitative designs I **Reading:** Chapter 9 McGregor, Chapters 11 and 12 Edmonds and Kennedy **Assignment(s):** · Module Eleven Quiz · Module Eleven Assignment
Module 12	**Topic:** Qualitative designs II **Reading:** Chapter 9 McGregor, Chapters 13 and 14 Edmonds and Kennedy **Assignment(s):** · Module Twelve Quiz · Module Twelve Assignment
Module 13	**Topic:** Mixed Methods Designs I **Reading:** Chapters 15 and 16 Edmonds and Kennedy, Chapter 24 Yardley and Bishop **Assignment(s):** · Module Thirteen Quiz · Module Thirteen Assignment
Module 14	**Topic:** Mixed Methods Designs II **Reading:** Chapters 17 and 18 Edmonds and Kennedy, Chapter 24 Yardley and Bishop **Assignment(s):** · Module Fourteen Quiz · Module Fourteen Assignment
Module 15	**Topic:** After all this, what does evidence-based mean? (Validity, Reliability, Credibility, Trustworthiness) **Reading:** readings from Module Fifteen Lesson **Assignment(s):** · Module Fifteen | Assignment 1 · Module Fifteen | Assignment 2 · Module Fifteen | Assignment 3

Piedmont Policies

Non-Discrimination Policy: It is the policy of Piedmont University not to discriminate in its educational programs, activities, or employment on the basis of sex, gender identity, sexual orientation, physical or mental disability, pregnancy, race, age, religion, color, national or ethnic origin, veteran status, genetic information, or any other category protected by applicable federal, state, or local law.

Piedmont University adheres to the federal definition of a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement. For the purposes of this definition, an instructional hour equates to direct instruction of 750 minutes for each credit hour awarded. The standard expectation for direct instruction classes is that students will spend a minimum of two hours outside the classroom for each hour spent in class, which is, 1500 minutes per credit hour awarded. Courses that are offered on a schedule other than the full 15-week semester contain the same number of hours as if the course were scheduled for a full semester. No reduction in direct instruction time or work time outside of class is permitted for courses offered in accelerated terms.

The Learning Center exists to help our students reach their various academic goals. The Learning Center offers academic support in all areas, including accounting, foreign languages, math, science, writing, and more. All tutors have excelled in the subjects that they help support and tutors are trained in the art of tutoring. Tutoring sessions and athletes in the Study Hall are monitored to provide the individualized attention our students need to achieve their personal best. We offer support by appointment in Starfish and walk-in availability is provided on a first come first served basis. For more information, please contact Oliver Howington ohowington@piedmont.edu or call 706-778-8500, ext. 1176 or visit: https://www.piedmont.edu/learning-center.

Piedmont University strives to make learning experiences accessible to all participants and will provide reasonable accommodations for students with disabilities. If you experience difficulties, based on the impact of a disability or health condition, please contact the **O**ffice of **A**ccessibility, **R**esources, and **S**ervices (OARS) to initiate a conversation with our Director of Compliance, Equity, and Inclusion, Courtney Snow, about your options. Please know that accommodations are not retroactive, so avoid any delays. Contact Courtney Snow. at csnow@piedmont.edu or 706-778-8500, ext. 1504, or visit Daniel 303 Suite D. To request accommodations (*academic, dietary, housing, or emotional support animals*) please click the link below and use your Piedmont email and password: https://piedmont-accommodate.symplicity.com/public_accommodation/. If you are already receiving accommodations and need to update your memo or information, please click the link below and use your Piedmont email and password: https://piedmont-accommodate.symplicity.com/students

Statement on Academic Integrity: Students must be familiar with the university academic integrity policy. Plagiarism and other violations of this policy will not be tolerated. Instructors must send any academic integrity concerns directly to the dean who is responsible for the discipline in which the course is taught. See catalog at https://piedmont.smartcatalogiq.com/ for complete policy.

Directives on Completion of Student Work: Course activities designated as quizzes, tests and exams are always to be completed by a student individually and without assistance from other people or resources UNLESS permission for collaboration or the use of external resources is explicitly permitted by the course professor(s). Hence all quizzes, tests and exams are to be considered closed-book/closed-notes and closed-internet (e.g., Google searches). Artificial intelligence apps are also banned on quizzes, tests and exams unless explicitly permitted by the course professor(s).

Student Email Policy: All Piedmont University students are required to use their Piedmont Lions email account (see Catalog at https://piedmont.smartcatalogiq.com/ for complete policy). Since the Lions account is an official communications channel of the university, students are responsible for all information distributed to them through their account. Students are expected to check it daily.

Withdrawal Policy: Within the first several days of a term, students may add and drop courses with the permission of their advisor. The ranges for drop/add vary depending on the term (Fall, Spring, or Summer) and duration of the class (8 week or 15 week). Students should check the academic calendar for specific information. After this time, students may withdraw from a class. Please refer to the university catalog at https://piedmont.smartcatalogiq.com/ for the particulars regarding the withdrawal policy.

Excused Absence Policy: Student absences for university-sanctioned events are generally considered excused absences because they are supportive of the university program. However, there are exceptions to the policy as noted in the University catalog. When absences are excused, instructors must allow students to make up any work that has been missed. Students are responsible for notifying their instructors, in advance, about absences from class due to participation in university-sanctioned events. See full policy in the University catalog at https://piedmont.smartcatalogiq.com/.

Starfish®*:* We Care About Your Success! We have partnered with Starfish Retention Solution, creating a platform for communication and resources focused on supporting your efforts throughout your educational journey. During the semester you may receive emails or texts from Starfish® regarding your course grades or academic performance. Please pay attention to these communications and consider taking the recommended actions. They are sent to help you be successful. In addition, your instructor may: (1) request that you schedule an appointment by going to Starfish, or (2) recommend that you contact a specific campus resource, such as tutoring or counseling. You may also be contacted directly by one of these services. You can quickly

connect to many resources using Starfish. We hope you will choose to use the tool to support your success. You may access Starfish at https://piedmont.starfishsolutions.com/starfish-ops/support/login.html?tenantId=9379.

Piedmont University Library is dedicated to the success of our on- and off-campus students. The Library's website (https://library.piedmont.edu/home) offers the fastest, simplest solution to finding the authoritative sources you need: journal citations and full-text articles, access to books and eBooks, study guides, encyclopedias, streaming video, and more. Overwhelmed? Need help navigating? No problem: speedy assistance is available via chat or email with the Ask a Librarian service.

Additional Information

COLLEGE OF EDUCATION SOCIAL JUSTICE STATEMENT

All are welcome as we strive to learn together, regardless of ability status, affectional orientation, age, color, ethnicity, gender expression, gender identity, marital status, nationality, political ideology, race, religious beliefs, sex, sexual orientation, spiritual beliefs, socioeconomic status, or veteran status. It is important that professors and students all strive to maintain an environment (online and in-person) in which all individuals receive respect, acceptance, positive regard, and the opportunity to safely develop and exchange ideas. We must acknowledge diverse world views and celebrate our rich differences. As educators, our ability to respect, support, and celebrate our differences has a profound impact on our daily interactions with our students and our classrooms. To support a safe and welcoming environment in our classrooms, Piedmont University College of Education professors will seek to promote fairness, empowerment, and advocacy for each student.