

FAYETTEVILLE STATE UNIVERSITY

School of Education
 Department of Educational Leadership
 Fayetteville, NC

1. LOCATOR INFORMATION

Instructor:

Dr. Sam Heastie

Office Location: BU256

Office Telephone: (910) 672 – 1002; (910) 672 - 1731

Email: sheastie@uncfsu.edu

Office Hours: MW – 8:00 a.m. – 9:00 a.m.; 10:00 a.m. – 11:00 a.m.; R – 4:00 p.m. – 6:00pm
 & By Appointment.

Course Number and Name:

EDLE 721 - 01: Research Methods

Semester:

Fall 2009

Credit Hours:

3

Course Location & Meeting Time:

BU 342 – R: 6:00 p.m. – 8:50 p.m.

2. **FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

3. COURSE DESCRIPTION

An exploration of psychological principles and their application to the problems of teaching and learning, including characteristics of stages in human development, theories of motivation and learning, classroom management strategies, individual differences, exceptional children, and the measurement and evaluation of student achievement and teaching strategies. **A 10-clock hour field experience in an educational setting is a required part of the course.**

The course is aligned to the standards of the School of Education’s conceptual framework as well as the Department of Public Instruction (DPI).

4. Disabled Student Services:

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910 672 – 1203.

5. REQUIRED TEXTBOOK

Slavin, Robert E. Educational Psychology: Theory into Practice 8th Edition, Allyn & Bacon, Boston, 2006. ISBN 0-205-45531-X

Supplemental Text: *(not required)*

American Psychological Association. (2004). Publication Manual of the American Psychological Association. (5th Ed.). Washington DC: Author.

The professor will provide additional readings and handouts to augment the textbook and course content.

6. SCHOOL OF EDUCATION’S CONCEPTUAL FRAMEWORK

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit’s vision which underscores the school’s purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

North Carolina Department of Public Instruction (NC DPI) Professional Teaching Standards

The North Carolina Professional Teaching Standards, developed by NCDPI, are aligned to the expectations and requirements of the course. The standards are identified below. (The standards, in their entirety, will be distributed in class.)

I: Teachers demonstrate leadership	II: Teachers establish a respectful environment for a diverse population of students	III: Teachers know the content they teach	IV: Teachers facilitate learning for their students	V: Teachers reflect on their practice
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NCDPI Technology Standards

The following technology standards developed by NC DPI will also be addressed through the activities outlined in this course.

I: Teachers demonstrate a sound understanding of technology operations and concepts.	II: Teachers plan and design effective learning environments and experiences supported by technology.	III: Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.	IV: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.	V: Teachers use technology to enhance their productivity and professional practice.	VI: Teachers understand the social, ethical, legal and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice
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NCDPI Diversity Standards

The following diversity standards developed by NC DPI will also be addressed through the activities outlined in this course.

Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful and culturally relevant for diverse learners.	Teachers understand how students' cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.	Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members, and agencies that enhance the educational experiences and well being of diverse learners.	Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.	Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school and the advancement of educational equity.	Teachers of diverse students are reflective practitioners who are committed to educational equity.
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7. **Performance Expectations:** Upon completion of the course, each student will demonstrate knowledge of:
- A. The role of research in "Educational Psychology" and the four major stages - investigation, interpretation, presentation, and application, including demonstrating knowledge of the identification and testing of variables to ascertain that relationships exist.
 - B. Theories of cognitive development, including Piaget's theory and the contraposition taken by some psychologists who do not fully accept the theory.
 - C. Learning theories as they relate to cognitive development, including behavioral theories and the techniques for processing information and developing strategies for improving memory.
 - D. The theories of learning as a basis upon which their own theories of teaching must be developed.
 - E. The importance of utilizing goals and objectives throughout the teaching process and be able to categorize them as long term versus short term -- utilizing goals and goal oriented teaching to improve the teaching process.
 - F. The need for expanding the scope of the teacher's activity in the classroom beyond "teaching the textbook". This learning carries beyond the classroom into the home - the teacher should not be averse to making the child's home a point of visitation.

- G. The neophyte teacher and the successful teacher, and be able to identify and apply the techniques required to get "maximum performance" from students.
- H. The differences between memory, retention, recognition and recall, and the relationship of transfer to all of the aforementioned entities. An understanding and familiarity with these relationships is essential to effective teaching methods.

Students will acquire **skills** that will enable them to:

- A. Define teaching and learning.
- B. See the classrooms an agent of social influence where interpersonal relationship can be directed in a manner that will develop desirable patterns of behavior.
- C. Discuss the use of "Educational Psychology" as an applied science in regard to theory building and refining and the application of such theories to classroom practice.
- D. Use assessment devices to determine the various characteristics of student in addition to achievement, ability, and interest: (1) Being able to ask for the kinds of assistance needed to establish individual student profiles; (2) Setting up data on the characteristics achievement, etc., of students so that it can be clearly understood by parents and others; (3) Being able to interpret the data provided by the specialists in the area of assessment who also provide assistance in assessing the specific characteristics of students.

Students will demonstrate **dispositions that will enable them to:**

- A. Keep abreast of new ideas and understandings in the field of education.
- B. Understand and accept that "Why Teaching is the Hardest Job in the World and why Teachers Secretly Love it - A Dedication."
- C. Recognize that all students are individuals with a variety of cognitive, physical, and social differences.

8. GENERAL REQUIREMENTS

The following guidelines will assist when communicating.

1. Email should be the primary form of communication. In the event communication isn't possible through email, a phone call should be made.
2. When emailing, use the course number (EDLE 721 - 01) and subject headers in the "subject line" of the email. For example:
 - a. If you have a question place " EDLE 721 - 01 Question" in the subject line.
 - b. If there is a technical (Blackboard) problem with an exam, place " EDLE 721 - 01 Problem with Exam" in the subject line. Be certain to indicate the exam to which you are referring.

9. EVALUATION CRITERIA

Assignments:

- | | |
|----------------------|-----|
| 1. Chapter Exams | 65% |
| 2. Learn-to-Learn | 5% |
| 3. Article review #1 | 5% |
| 4. Article review #2 | 5% |
| 5. Midterm Exam | 10% |
| 6. Final Exam | 10% |

All components of evaluation must be completed on time in order to receive full credit and a grade. Assignments have specific due dates. All late assignments will be accepted at the discretion of the instructor and if accepted may have points deducted.

Each exam will be on the date scheduled and **no make-up will be offered**. Any change to this policy is completely at the discretion of the instructor.

University Grading Scale:

A = 92% - 100%

B = 83% - 91%

C = 73% - 82%

D = 64% - 72%

F = 63% and below

10. COURSE OUTLINE

Week #1 – Thursday August 20th

- Introduction & Overview

Weeks #2 – Thursday August 27th

- Chapter 1 – Curiosity, Creativity, and Commitment

Weeks #3 – Thursday September 3rd

- Chapter 2 – Research Is A Process of Inquiry

Week #4 – Thursday September 10th

- Chapter 3 – The Starting Point: Asking Questions

Weeks #5 – Thursday September 17th

- Chapter 4 – Data and the Nature of Measurement

Weeks #6 – Thursday September 24th

- Chapter 5 – Statistical Analysis of Data

Weeks #7 – Thursday October 1st

- Chapter 6 – Field research: Naturalistic and Case Study Research

Weeks #8 – Thursday October 8th

- Chapter 7 – Correlational and Differential Methods of Research

Weeks #9 – Thursday October 15th

- NO CLASS – MIDTERM BREAK

Weeks #10 – Thursday October 22nd

- Chapter 8 – Hypothesis Testing, Validity and Threats to Validity

Weeks #11 – Thursday October 29th

- Chapter 9 – Controls to Reduce Threat to Validity

Weeks #12 – Thursday November 5th

- Chapter 10 – Single Variable, Independent-Group Design

Weeks #13 – Thursday November 12th

- Chapter 11 – Correlated-Groups and Single-Subject Design

Weeks #14 – Thursday November 19th

- Chapter 12 – Factorial Design

Week #15 – Thursday November 26th

- NO CLASS – THANKSGIVING BREAK

Week #16 – Thursday December 3rd

- Chapter 13 – A Second Look at Field Research

ASSIGNMENTS SCHEDULE

Copy of article for Article Review #1 is due Monday September 14th

Article Review #1 is due Monday September 28th

Copy of article for Article Review #2 is due Monday October 19th

Article Review #2 is due Monday November 2nd

EXAM SCHEDULE

CHAPTER EXAM #1 – CHAPTER 1 on Thursday August 27th

CHAPTER EXAM #2 – CHAPTER 2 on Thursday September 3rd

CHAPTER EXAM #3 – CHAPTER 3 on Thursday September 10th

CHAPTER EXAM #4 – CHAPTER 4 on Thursday September 17th

CHAPTER EXAM #5 – CHAPTER 5 on Thursday September 24th

CHAPTER EXAM #6 – CHAPTER 6 on Thursday October 1st

MID-TERM EXAM – CHAPTER 7 (only) on Thursday October 8th

CHAPTER EXAM #7 – CHAPTER 8 on October 22nd

CHAPTER EXAM #8 – CHAPTER 9 on October 29th

CHAPTER EXAM #9 – CHAPTER 10 on November 5th

CHAPTER EXAM #10 – CHAPTER 11 on November 12th

CHAPTER EXAM #11 – CHAPTER 12 on November 19th

FINAL EXAM – CHAPTER 13 (only) December 3rd

11. TEACHING STRATEGIES

This course is primarily independent learning. It is supported by group discussion through Blackboard but requires very strong reading comprehension skills given its testing focus. Students who struggle with independent learning should contact the instructor for assistance.

The teaching strategy supports the school of education conceptual framework in the following ways: the course has new content in the areas of diversity, measurement and evaluation; the course covers attitudes, modeling and moral development; cognitive and behavioral learning theories are emphasized; the entire course is designed to enhance the students effectiveness as a leader and as a facilitator of learning.

15. UNIVERSITY POLICIES

Division of Student Affairs

Services for Students with Disabilities

<http://www.uncfsu.edu/studentaffairs/CFPD/cfpdservices.htm>

Phone: 910.672.1222

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

16. REFERENCES (Suggested Readings, Internet and/or Multi-media Resources)

Aronson, Elliot. The Social Animal New York, W H Freeman Company, 1999.

Gage, N L and Berliner, David. Educational Psychology 5th edition, Boston, Houghton Mifflin CO. 1992.

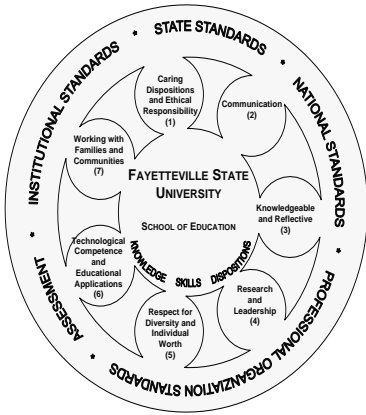
Glover, John, Ronning, Royce & Brunning, Roger. Cognitive Psychology For Teachers. New York: MacHillan Publishing Company, 1990.

McNeil, John & Wiles, Jon. *The Essentials of Teaching: Decisions Plans. Methods.*
New York: MacMillan Publishing Company. 1990.

Murry, Thomas. Contemporary Theories of Child Development 3rd edition.
Belmont, Calif. Wadsworth Publishing CO. 1992

Publication Manual of the American Psychological Association 5th edition. 2001.

**PLEASE NOTE THAT THIS SYLLABUS AND THE SCHEDULES CONTAINED
HEREIN ARE SUBJECT TO CHANGE.**



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Course Number and Name: EDLE 721 - 01: Research Methods
 Semester: Fall 2009
 Credit Hours: 3
 Course Location & Meeting Time: BU 342 – R: 6:00 p.m. – 8:50 p.m.

My signature below affirms that I have read the syllabus, that I do understand its contents, and that all of my questions/concerns have been addressed satisfactorily.

 Student's Name (print)

 Student's Signature

 Date

 Major

 Classification (e.g. Freshman, etc.)

 Home Phone

 Cell Phone

This signatory page of the syllabus must be signed and returned by Monday August 24th, 2009. You will not be permitted to take any exams until the page is received. Return to:
 Dr. Sam Heastie • FSU • Dept. of Educational Leadership • 1200 Murchison Rd. Newbold Station • Fayetteville • NC • 28301-4298