

 <b>GEORGE FOX UNIVERSITY</b>	
<b>EDFL 704</b> <b>Survey of Qualitative and Quantitative Research</b> (3 semester hour)	
Summer semester 2006	Instructor: Gary L. Adams, Ph.D.
Class sessions:	Wednesday 5:30-8:30 210 Portland Campus
Office Location:	206 N. Meridian Street, Newberg, OR 97132
Office Hours:	Before and after class and by appointment
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### Course Description

This course introduces the student to both qualitative and quantitative research conducted in schools and colleges. Students learn to critically read and evaluate research in both qualitative and quantitative research paradigms, and begin to develop a literature review for their research project.

*Prerequisite: EDFL 703 or concurrent enrollment.*

### Course Goals:

- To learn to read quantitative research studies critically
- To learn to read qualitative research studies critically
- To learn the various research designs
- To know the requirement for informed consent and other legal safeguards when doing research
- To learn the components on a research proposal
- To select appropriate measurement instruments (especially using the Mental Measurement Yearbook database)
- To select between quantitative, qualitative, or a mixed research design based on your research question
- To match the characteristics of the data sets to the appropriate statistical analysis
- To learn the common statistical analyses used in research studies

**Text (required): (Note: After many attempts, I have discovered that the statistics chapters in research text are unacceptable. For that reason, I have selected a short, low-stress statistics book for your reading enjoyment.)**

Kanzler, J. (2002). *Statistics for the terrified*. Upper Saddle River, NJ: Prentice-Hall.

McMillan, J. H., & Schumacher, S. (2006). *Research in education: Evidence-based inquiry* (6<sup>th</sup> ed.). Boston: Pearson.

**Supplementary materials:**

Green & Salkind, N. (2004). *Using SPSS for Windows and Mac* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall with SPSS.

and

Jones, W. P., & Kottler, J. A. (2005). *Understanding research: Becoming a competent and critical consumer*. Upper Saddle River, NJ: Prentice Hall.

**Course sequence based on chapters: (My lectures will be a mixture of the text and my content, especially in the area of statistical analysis.) The format for the course will be that I will present the material and then you will read the chapter. This means that you may have 0, 1, and 2 chapter assignments depending on the content of my presentations.**

- Chapter 1: Introduction to Evidence-Based Inquiry
- Chapter 2: Research Designs and Reading Research Reports
- Chapter 3: Research Problem Statements, Questions, and Hypotheses
- Chapter 6: Designing Quantitative Research
- Chapter 8: Quantitative Data Collection Techniques
- Chapter 9: Nonexperimental Research Designs and Surveys
- Statistics for the Terrified: Chapters 1-7 (Descriptive Statistics)
- Statistics for the Terrified: Chapters 8-9 (Correlational Statistics)
- Chapter 10: Experimental and Single-Subject Research Designs
- Statistics for the Terrified: Chapters 10-13 (Inferential Statistics)
- Chapter 12: Designing Qualitative Research
- Chapter 13: Qualitative Strategies
- Chapter 14: Qualitative Data Analysis
- Chapter 15: Mixed-Methods Designs, Secondary Data Analysis, and Action Research
- Other chapters: time permitting

**Grading**

- Textbook-connected evaluation (150 points): You will be acting as an evaluator of companion web site multiple-choice and fill-in tests. You need to answer the online test items, print out the exam, AND THEN check your answers for accuracy. In class, we will review the quality of the test items. We are doing this process because many companion web sites have notoriously bad tests. You will be a test item reviewer for future EDFL 704 students. Also, I have heard that there are errors in the *Statistics for the Terrified* exercises. (Of course, this situation makes students more terrified.)

The deadline for sending a copy of each test is 11:00 Tuesday nights. There are 15 chapters with each worth 10 points. You will be penalized 3 points per day for late assignments.

- Qualitative Project (40 points): You will keep a journal of your experiences in this class. This is not a review of your textbook. I want comments about your textbooks and me. Your entries will be anonymous. You will bring your journal of class. There will be a 5-point deduction for each missing weekly entry. A student colleague will check for assignment completion.

- Class Assignments (60 points): For this class, you will have various class assignments. These include
  - Purpose statement and research question/hypothesis
  - Test reviews using the *Mental Measurement Yearbook* database.
  - Quantitative data analyses
  - Qualitative data analyses
  - And others

**Letter grade criteria:**

A = 94-100%	
A- = 90-93%	B+ = 87-89%
B = 84-86%	B = 80-83%
C+ = 77-79%	C = 74-76%
C- = 70-73%	D+ = 67-69%
D = 64-66%	D- = 60-63%
59% or below is failure	

**Note:**

Traditionally, research texts have given out-of-date school environment examples. For that reason, I will be providing chapter article examples dealing with cultural diversity and other issues that reflect current school environments. If you have favorite studies involving contemporary issues, please bring them to class for possible class use.

**Notice:**

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services office early in the term so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to Disability Services. For more information, contact Rick Muthiah, Director of Disability Services (ext. 2314 or [rmuthiah@georgefox.edu](mailto:rmuthiah@georgefox.edu)), or go to [ds.georgefox.edu](http://ds.georgefox.edu).

**Other References:**

Aby, D., Jacobs, L. C., Bazavier, A., Sorensen, C. (2006). *Introduction to research in education* (7<sup>th</sup> ed.). Belmont, CA: Thomson Wadsworth.

Bruning, J. L. (1997). *Computational handbook of statistics* (4<sup>th</sup> ed.). Boston: Addison-Wesley.

Creswell, J. W. (2004). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Merrill.

Fraenkel, J. R., & Wallen, N. E. (2003). *How to design and evaluate research in education* (5<sup>th</sup> ed.). New York: McGraw-Hill.

Gall, M. D., Borg, W. R., & Gall, J. P. (2002). *Educational research; An introduction*. (7<sup>th</sup> ed.)  
Boston: Allyn and Bacon.

Kanji, G. K. (1993). *100 statistical tests*. London: Sage Publications.

Patten, M. L. (2003). *Understanding research methods: An overview of the essentials* (4<sup>th</sup> ed.).  
Los Angeles: Pyrczak Publishing.

Sprinthall, R. C. (2003). *Basic statistical analysis*. (7<sup>th</sup> ed.). Boston: Allyn & Bacon.

Winer, B. J., & Michels, K. M. (1991). *Statistical principles in experimental design* (3<sup>rd</sup> ed.).  
New York: WCB/McGraw-Hill.