

EDP 660, Sec. 201, Fall 2000

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Class meets: 5:30-8 p.m. Thursdays, Landrum 427, NKU Campus

Texts:

1. *Intermediate Statistics: A Modern Approach*, 2nd Ed., by James Stevens.
2. *Introductory Statistics for the Behavioral Sciences*, 2nd Ed., by Larry E. Toothaker and Lise Miller.

EDP 660, Research Design and Analysis in Education, is a course intended to give you an introduction to experimental designs and statistical procedures that frequently are used in educational psychology and other social sciences. We will use computers to run SPSS programs to analyze data. We will discuss the appropriate uses of the designs and procedures, statistical assumptions and their violation, and the interpretation of results.

This course is a continuation from EDP 557 and picks up where that course left off. The class will begin with a review of material from 557, then we will proceed to two-sample statistics and one-way fixed effects analysis of variance. Chapters 13 and 14 in the T&M text will be used for these topics, with supplementation from Chapters 1 and 2 in the Stevens text. After these topics have been covered, we will switch from the traditional lecture format to a group discussion format, focusing on a real data set. Class members will discuss the questions they would like to address about the data set and how the statistical topics covered so far and those covered in Chapters 3-6 in the Stevens text may be applied to the data set. Extensive data analysis will be expected during the students' time. The instructor will perform the same analyses, and the results will be discussed in class. Problems that are encountered will be used to examine statistical quandaries that real researchers face. Toward the end of the semester, another data set will be provided to the students for their use in a final project, which will use some of the procedures studied during the semester.

Evaluation of performance:

1. There will be a number of self-evaluations, which will take the form of quizzes. The instructor will NOT collect these quizzes, which the students will use simply to gauge their understanding of the material and to prepare for the midterm exam.
2. The midterm exam will be worth one-fourth of the final grade.
3. A number of homeworks will be collected during the semester. These homeworks will take the form of the output from the computer package SPSS, which the students will use to analyze data. The instructor will collect homeworks several times during the semester on an arbitrary basis, but students won't be expected to have complete every data analysis. Those enrolled in this course are mostly full-time professionals with busy lives, who may not have time to run all the analyses. Therefore, two homeworks will not count – that is, if six or seven homeworks are collected during the semester, all but two homeworks will be counted, and the remaining four or five homeworks will constitute one-fourth of the final grade.
4. The final project will count for one-half of the final grade.

5. Final grades will be determined by the usual breakdown of 90-100%=A, 80-89%=B, etc.

Necessary announcements:

1. Attendance is expected. If you know in advance that you must miss a class meeting (for example, because of a religious holiday), please notify the instructor in advance and arrange to make up any missed activities, and please arrange with a classmate to provide the notes from class. Among the university's recognized acceptable reasons for missing class are serious illness; illness/death of a family member; university-related trips; and major religious holidays.
2. Cheating and plagiarism will not be tolerated and will be prosecuted according to the university's regulations against academic misconduct.
3. If you have a disability that may affect the demonstration of your knowledge, please see the instructor to make any arrangements necessary to assure your fullest participation and optimize your academic experience.
4. The College of Education at UK has adopted the model of "Professional Educator as Reflective Decision Maker" as the conceptual framework for its professional education programs. You may read more about this conceptual framework on UK's website, www.uky.edu/Education/NCATE.