EDRM 700
Introduction to Research in Education

I. Descriptive Information
A. Course number and title: EDRM 700 Introduction to Research in Education
B. Bulletin description: Concepts and methods of conducting research in education
C. Course credit: 3
D. Prerequisites: full admission to graduate standing or consent of instructor
E. Intended audience: graduate students in education
F. Instructor: Xiaofeng Steven Liu, Ph.D., Wardlaw 144, University of South Carolina, Columbia, SC 29208, Voice: 803-777-6084, Fax: 803-777-7741 Email: xliu@mailbox.sc.edu, Office Hours: Wed. 1:00-4:00; Thur. 1:00-4:00 and other times by appointment

II. Statement of Learning Outcomes
This course teaches quantitative and qualitative methods of conducting educational research. Students will learn the basic ideas of making a causal proposition through the use of an experiment or a quasi-experiment. Students will know various experimental and quasi-experimental designs and their applications. Also, students will get acquainted with contemporary educational issues through reading exemplary qualitative research.

III. Required Texts and Key Readings
   Chapter 1 Our schools and our children
   Chapter 2 “I just wanna be average”
   Chapter 3 Entering the conversation
   Chapter 4 The poem is a substitute for love
   Chapter 5 Literate stirrings
   Chapter 6 Reaclaiming the classroom
   Chapter 7 The politics of remediation
   Chapter 8 Crossing boundaries

   Chapter 1 Experiments and generalized causal inference
   Chapter 2 Statistical conclusion validity and internal validity
   Chapter 3 Construct validity and external validity
   Chapter 4 Quasi-experimental designs that either lack a control group or lack pretest observations on the outcome
   Chapter 5 Quasi-experimental designs that use both control groups and pretests
   Chapter 6 Quasi-experiments: interrupted time-series designs
   Chapter 7 Regression discontinuity designs
   Chapter 8 Randomized experiments: rationale, designs, and conditions conducive to doing them
IV. **Academic Course Requirements and Assessments**
Students are required to read the textbook before class, attend lecture, and submit all the homework. There are all together 5 homework assignments. Homework assignments are due by 4pm on the day of the next class.

Homework reports should be neatly typed in Microsoft word and submitted by email before the due date. Every student should write up the homework report on his or her own. Your name and homework number should appear on every page of your homework report. When submitting your homework, please use the course name and homework number (e.g. edrm700hw1) in the subject line of your email. Once you send your homework, you will immediately receive an auto reply that confirms the receipt of your email. Also, students are asked to bring a hard copy of the homework to the next class.

There will be 5 closed book quizzes during the semester. Each quiz has two or three questions regarding the most recently covered material and/or the next required reading. There is one closed book exam; but students are allowed to bring in one-page notes.

Students who are absent from class and miss a quiz are not allowed to take the same quiz afterward. Students must take the exam at the time stated in the syllabus unless the student has a medical emergency or obtains approval from his or her department chair for such absence.

Finally, students will make two presentations and write a study proposal.

V. **Administrative course requirements including specification of policies related to such matters as attendance and late assignments (consistent with existing Bulletin statements)**

Students who are absent from 25% of the classes are asked to withdraw from the class whether such absences are excused or unexcused. The grade penalty for being absent 25% of the classes is downgrading to the next grade level.

Students who have a perfect attendance record and complete the online course evaluation by the last class will receive one bonus point in their total score for grading purpose.

Students should abide by the university policy on academic responsibility.

VI. **Evaluation and Grading including the weight of each designated course requirement listed in IV above (Academic Requirements) and conversion to University grading scales**

Grades are based on your total points, which include those from the homework, the presentations, the exam, and the study proposal. The study proposal is 20 points.
Each homework assignment is worth 10 points. Each presentation is 10 points. The exam is 10 points, and each quiz is 2 points. The total points from 5 quizzes may be used to replace the exam score on the condition that you have taken the exam, have submitted all 5 homework, and have completed the study proposal.

Your total points are converted to grades as follows:

- 100-90  A
- 89-85  B+
- 84-80  B
- 79-75  C+
- 74-60  C
- 59-50  D
- 49-   F

VII. Major Topics of the Course
8/20/2009 Class introduction & chapter 1 of Shaddish, Cook, and Campbell
8/27/2009 chapter 1 of Shaddish, Cook, and Campbell
9/3/2009 HW1 due; Quiz 1; chapter 2 & 3 of Shaddish, Cook, and Campbell
9/10/2009 HW2 due; Quiz 2; chapter 4 & 5 of Shaddish, Cook, and Campbell
9/17/2009 HW3 due; Quiz 3; chapter 6 of Shaddish, Cook, and Campbell
9/24/2009 HW4 due; Quiz 4; chapter 7 of Shaddish, Cook, and Campbell
10/1/2009 Exam
10/8/2009 Fall Break
10/15/2009 chapter 8 of Shaddish, Cook, and Campbell
10/22/2009 chapter 1, 2, & 3 of Rose
10/29/2009 presentation
11/5/2009 presentation & chapter 4 & 5 of Rose
11/12/2009 HW5 part I due; Quiz 5; chapter 6 & 7 of Rose
11/19/2009 chapter 8 of Rose & presentation
11/26/2009 Thanksgiving
12/3/2009 presentation

VIII. Modes of instruction
demonstrations, small group discussions, lecture, student presentations, etc.

IX. Bibliography


Cook, T (2002). Randomized experiments in educational policy research: A critical examination of the reasons the educational evaluation community has offered for not doing them. Educational Evaluation and Policy Analysis, 24(3), 175–199.


