

EDHD 306: Research Methods in Human Development

Fall 2017, Section 0101
Tuesday & Thursday, 9:30-10:45 am
EDU 1121

Instructor: Hongyang Zhao

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Office: Benjamin Building (EDU), Room 3240

Office Hours: Thursdays from 11 am-12 pm or by appointment

Mailbox: Located in Benjamin 3304 (ask at front desk)

Textbook

- Methods in Behavioral Research, 12th Edition by Paul C. Cozby and Scott C. Bates (ISBN: 978-0-07-803515-9)
- A Concise Introduction to Mixed Methods Research, by John W. Creswell (ISBN: 978-1-4833-5904-5)
- Fundamentals of Qualitative Research, by Patricia Leavy, and Natasha Beretvas (open online access through UMD library)

Course Description

This course addresses the scientific concepts and principles central to the study of human development and learning. Students will learn about basic research methods for studying human behavior in developmental contexts, with a particular focus on educational contexts. Major themes include goals of developmental and educational research, fundamental research designs, types of measurement, elements of good scientific writing, and ethical issues in the study of human development.

Course Objectives

Students in EDHD 306 will be able to demonstrate:

- An understanding of the fundamental principles and theories that guide developmental and educational research
- Knowledge of all phases of the research process in the study of human development, including development of research questions and hypotheses, study design, ethical considerations, data collection, measurement, data analysis, and presentation of results
- Ability to critically evaluate research presented in professional journals and in the popular press
- Ability to formulate and plan for the investigation of a research question related to human development or education, and ability to write about the proposed investigation using the principles of good scientific writing

Course Policies

- Please visit <http://www.ugst.umd.edu/courserelatedpolicies.html> for detailed information on the University's policies with regard to undergraduate education.
- **No use of cell phone in class**
- **Academic integrity:** The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of

Academic Integrity or the Student Honor Council, please visit <http://www.shc.umd.edu/SHC/Default.aspx>. This code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). **Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.**

- **Course evaluations:** As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is **confidential**. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.
- **Special needs:** If you have a registered disability that will require accommodation, please see me as soon as possible so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact Disability Support Services in the Shoemaker Building (301-314-7682 or 301-405-7683) as soon as possible.
- **Religious observances:** The University of Maryland policy on religious observances states that students should not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, you must contact me **before** the absence (*as soon as possible*) with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.
- **Attendance:** It is up to the individual student to attend each class. If you miss class, you are responsible for obtaining additional notes from a classmate. Slides will be posted online before each lecture. However, my PowerPoint slides are brief outlines of what will be discussed. It is highly unlikely that you will be able to do well in this course without consistent attendance.
 - **Missed single class due to illness:** Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event (e.g., mini-assignment, in-class assignment) in a single class session if the note documents the date of the illness, acknowledgement from the student

that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. You must provide me with this documentation within *one week of the absence or during the next class period that you are able to attend* (whichever comes first). Students are expected to make every attempt to inform the instructor of the illness prior to the date of the missed class.

- **Major scheduled grading events:** Major scheduled grading events are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. You must provide me with documentation within *one week of the absence or during the next class period that you are able to attend* (whichever comes first). You may not make up major graded events due to being absent unless you provide written documentation that excuses your absence. You are also expected to make every attempt to notify me prior to class. In the case of medical absence, this documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Note: Planned personal travel is not a university approved excuse for missing a major grading events.
- **Non-consecutive medically necessitated absences from multiple class sessions:** Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.
- **Non-medical excused absences:** According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause within *one week of the absence or during the next class period that you are able to attend* (whichever comes first) and make every attempt to inform the instructor prior to the date of the missed class.
- **Late assignments:** All assignments are due *in class* in hard copy on the assigned date. If you turn in your assignment after class has ended, it will be considered one day late. Emailed assignments will not be accepted unless prior arrangements have been made. Late assignments may be turned in to my mailbox. Have the receptionist time-stamp and initial your work, and include documentation (e.g., self-authored note or doctor's note), if applicable. If you do NOT have a university-approved excuse for missing class, mini-assignments will be marked down 2.5 pts. for each weekday they are turned in late, and the research proposal will be marked down ten points (i.e., one letter grade) for each

weekday it is turned in late. In the case of an approved absence, please make arrangements with me to turn in your work.

- **Assignment format:** APA format (sixth edition) is required for all written assignments. Guidelines will be provided the second week of class and are also available in Appendix A in the textbook, as well as online. Points will be deducted if your work does not follow APA format. Detailed information will be posted in grading rubric.
- **Extra credit:** Extra credit opportunities may be provided throughout the course. Generally, these opportunities will involve participation in a social/behavioral research study on the University of Maryland campus. I will inform you of these activities as I become aware of them. By participating in these activities that posted by me but not by other departments, you will be eligible for a 1% increase in your final grade point average.
- **Grade disputes:** Grade disputes must be submitted to me in writing. Outline very specifically why you feel you received your grade in error. Grade disputes must be submitted within one week after receiving the grade. They may be submitted by email or by placing a time-stamped hard copy in my mailbox.
- **Final grades:** Final grades will be calculated based on the total number of points earned for all the assessments in the course. Letter grades will be assigned according to the percentage of points earned, outlined in the chart below. *Unless a calculation error has been made on my part, final grades will not be changed.* There are no exceptions to this policy.

Course Assessment: 450 points total

In-class work (30 points; ~6.7% of final grade): There will be several in-class activities throughout the semester that will involve turning in something handwritten to me at the end of class. These activities will have you reflect on an academic article you will have read *before* coming to class. This will get you in the habit of reading research articles and understanding how to approach complex educational research. If you have a legitimate reason for missing class and proper documentation (see attendance policy above), you will be given an opportunity to make up in-class work. If you do not have a legitimate reason for missing class and proper documentation, you will not be given an opportunity to make up in-class work.

- **Midterm exam** (100 points; ~22.2% of final grade): The midterm exam will cover material from the first half of the course.
- **Final exam** (100 points; ~22.2% of final grade): The final exam will primarily cover material from the second half of the course, but keep in mind that there are some topics from the beginning of class that we will continue to discuss throughout the semester and these topics may appear on the exam.

- **Mini-assignments for research proposal** (100 points; ~22.2% of final grade): Students will complete four brief mini-assignments designed to help them prepare their proposal. Each proposal mini-assignment will be worth 25 points.
- **Peer discussions** (10 points; 2% of final grade): Students will give an in-class presentation to a small group of their peers in order to give and receive feedback about their research proposal. If you have a legitimate reason for missing class and proper documentation (see attendance policy above), you will be given an opportunity to make up peer presentations. If you do not have a legitimate reason for missing class and proper documentation, you will not be given an opportunity to make up peer presentations.
- **Peer editing** (10 points; 2% of final grade): Students will bring a draft of their research proposal to class and participate in a peer editing day in order to give and receive feedback about the proposal. If you have a legitimate reason for missing class and proper documentation (see attendance policy above), you will be given an opportunity to make up peer editing. If you do not have a legitimate reason for missing class and proper documentation, you will not be given an opportunity to make up peer editing.
- **Research proposal** (100 points; ~22.2% of final grade): Students will take what they have learned in class and design their own study on some topic in human development. Guidelines for the research proposal will be given in class.

Overall course percent	Final grade
>98%	A+
92%-97.99999%	A
90%-91.99999%	A-
88%-89.99999%	B+
82%-87.99999%	B
80%-81.99999%	B-
78%-79.99999%	C+
72%-77.99999%	C
70%-71.99999%	C-
68%-69.99999%	D+
62%-67.99999%	D
60%-61.99999%	D-
<60%	F

Tentative Course Schedule

Readings and assignments are listed for the day by which they should be **completed**.

Date	Topic	Readings	Due Today
8/29	Introduction	Syllabus	
8/31	Scientific understanding	Chapter 1 Cozby & Bates	
9/5	Where to start	Chapter 2 Cozby & Bates	
9/7	Ethical research	Chapter 3 Cozby & Bates	
9/12	APA style and plagiarism	Appendix A	
9/14	Fundamental research issues I	Chapter 4 Cozby & Bates	Mini-assignment 1: Topic
9/19	Fundamental research issues II		
9/21	Measurement concepts I	Chapter 5 Cozby & Bates	
9/26	Observational methods	Chapter 6 Cozby & Bates	
9/28	Survey research	Chapter 7 (p. 132-147) Cozby & Bates	Mini-assignment 2: Measurement plan
10/3	Sampling	Chapter 7 (p. 147-157) Cozby & Bates	
10/5	<i>In-class activity:</i> Reading Research	Assigned journal article	
10/10	Midterm exam*		
10/12	Experimental design	Chapter 8 Cozby & Bates	
10/17	Conducting experiments	Chapter 9 Cozby & Bates	Mini-assignment 3: Sampling plan
10/19	Complex experimental designs	Chapter 10 Cozby & Bates	
10/24	Other research designs	Chapter 11 Cozby & Bates	
10/26	Qualitative study designs	Chapter 1 Leavy & Beretvas (access online)	
10/31	Mixed-methods designs I	Chapter 1 & 2 Creswell	
11/2	Mixed-methods designs II	Chapter 4 & 5 Creswell	
11/7	<i>In-class activity:</i> Reading Research	Assigned journal article	
11/9	Results: Description	Chapter 12 Cozby & Bates	Mini-assignment 4: Study design plan
11/14	Results: Inference I	Chapter 13 Cozby & Bates	
11/16	Generalizing results	Chapter 14 Cozby & Bates	
11/21	<i>In-class activity:</i> Reading Research	Assigned journal article	
11/23	No Class – Thanksgiving		
11/28	Guest speaker TBD: Cross-cultural research and research paradigms		
11/30	Peer discussions		Bring handouts
12/5	Peer editing		Bring research proposal draft
12/7	Special topics in human development research design & Final exam review		
12/12	No Class – Reading Day		Research proposal due*
12/14	Final exam	8 am – 10 am Location TBD	

* Major scheduled grading event

* The instructor reserves the right to make changes to the syllabus and course schedule as necessary.