

**EDP 381C-2 (10775): Research Design and Methods for Psychology and Education
Spring 2019, Tues/Thur, 2:00 pm - 3:30 pm
SZB 435**

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Course Description

This course will introduce essential concepts and methods used in quantitative empirical research in the fields of education and psychology, in order to prepare students both to be informed consumers of research and to conduct empirical research of their own. The course is organized around four main themes: measurement, populations and sampling, experimental causal research, and quasi-experimental causal research. On each theme, we will read relevant theoretical and methodological literature, discuss empirical research in light of those concepts, and develop research proposals using the methods that we discuss. Throughout, emphasis will be placed on building intuition and heuristics regarding research designs and methods.

Learning Goals

By the end of this course, you should be able to...

- Identify and describe the important operational features of different types of research designs (e.g., surveys, randomized experiments, quasi-experimental designs).
- Identify major strengths and weaknesses of different research designs.
- Critique the design of published studies that use quantitative, empirical research methods in terms of construct validity, internal validity, and external validity.
- Formulate clear, well-motivated research questions.
- Construct proposals for empirical research studies using a variety of different research designs.

Pre-Requisites

- EDP 380D Psychometric Theory & Methods or equivalent training
- EDP 380C-4 (Correlation & Regression Methods) or EDP 380C-6 (Statistical Analysis of Experimental Data)

Readings

- Readings posted on Canvas.
- Recommended text: Remler, D. K. & Van Ryzin, G. G. (2015). *Research Methods in Practice: Strategies for Description and Causation*. Thousand Oaks, CA: Sage Publications.
- Recommended text: Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*. Boston, MA: Houghton, Mifflin and Company.

Assignments

There will be three short (3-5 page) writing assignments given over the course of the semester. You are expected to complete these assignments individually. Each assignment will involve writing either A) a brief “sketch” of a research proposal or B) one component of a research proposal.

Research Proposals

It is impossible to learn how to ride a bicycle only by reading about how to pedal and balance. Likewise, one of the best ways—if not the only way—to learn how to design empirical research studies is through practicing. Therefore, a major component of this course involves developing two realistic research proposals that use the methods and tools covered under each theme of the course. For each proposal, you will develop an initial draft, submit it for feedback from your peers, and then revise and resubmit final drafts. **Only the final drafts of the proposals will be graded.** You are encouraged (though not required) to work on each project in a group of up to four students; all students in the group will receive the same grade on the project.

Writing

I expect that individual assignments and research proposals will be well composed, following the style and tone of an academic paper. I would encourage students who need assistance with their writing to seek help from the Sanger Learning Center (<http://www.utexas.edu/ugs/slc/grad>), which offers free tutoring services for graduate students.

You will need to cite other scholarly work in your assignments, following APA6 format. I highly recommend using reference management software such as [Microsoft EndNote](#), [Zotero](#), or [Mendeley](#). Software like this will make it much easier to format your citations and reference lists, and it will make your life much easier when it comes time to write longer, more complex documents such as QPs and dissertations.

Article Presentations and Discussion Questions

Over the course of the semester, we will read and discuss a number of empirical research articles that use the designs discussed in each section of the course. Students will work individually or in pairs to lead discussion of one article. This involves the following:

1. The goal of discussion is to *identify* and *critically assess* the most important aspects of the study and to make connections to the concepts we have discussed in class.
2. As discussion leader, your job is to prepare questions and/or activities for class discussion in advance. You are encouraged to consult with me on your plans.
3. On your assigned day, start by briefly (2-3 min) summarizing 1) the motivation for the research, 2) the main research question(s), 3) relevant details about how the research was carried out, 4) a succinct summary of the results.
4. Then lead discussion for up to 20 minutes. You are welcome to be creative with how you do this, such as by using a mix of small-group discussion, discussion board posts, and full-group discussion.

Each student is expected to read the article to be presented and to post a response to the accompanying discussion question in advance of the class discussion. Responses should be posted on Canvas in discussion thread for the article.

Evaluation

- Proposals (40%). There will be two proposals. Each proposal has two due-dates: one for a draft that will be distributed for peer feedback and a second for a final draft. Late submissions on the first draft will lose the benefit of peer review, and will lead to final drafts being marked down 20% per day. Late submissions on the final draft will be marked down 20% per day.
- Peer reviews (8%). Students' reviews of their peers' proposals will be evaluated for thoroughness, relevance, and constructiveness. Late submissions will not be accepted.
- Assignments (30%). Three individual writing assignments will be given over the course of the semester.
- Article presentation and discussion (10%). Each student will sign up to lead discussion of one article over the course of the semester.
- Discussion question responses (6%). Each student is expected to read the article to be presented and to post a response to the accompanying discussion question in advance of the class presentation.
- Class participation (6%). Students are expected to attend class meetings and to be informed, active participants in class discussions. Besides asking and answering questions during class discussion, other modes of participation include coming to office hours to discuss the course material (but not to discuss grades). Class participation will be evaluated based on the instructor's global impression over the entire semester.

A tentative rubric for assignment of final grades is listed below. *The instructor reserves the right to modify this rubric.* Square brackets correspond to \leq or \geq ; rounded parentheses correspond to $<$ or $>$.

A	[90, 100]	C+	[74, 77)
A-	[87, 90)	C	[70, 74)
B+	[84, 87)	C-	[67, 70)
B	[80, 84)	D	[60, 67)
B-	[77, 80)	F	[0, 60)

Attendance

Students are responsible for all of the material presented during class meetings. If a student must miss a class, it is their responsibility to obtain and thoroughly review notes or summaries of the material that they missed. Frequent or unexcused absences will adversely affect a student's participation grade.

Academic Integrity

Following the University's honor code, students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work. All assignments (projects and presentations) must be completed with the utmost honesty, which includes acknowledging the contributions of other sources to your scholastic efforts; avoiding plagiarism; and completing assignments independently unless expressly authorized otherwise. *Assignments containing any plagiarized material will not be accepted.*

Email and scheduling etiquette

Here is some unsolicited advice about emailing your professors:

- Treat correspondence by email (and over Canvas messages) as professional communication, using formal salutations ("[Dear Professor X](#)", "Dear Dr. Whatsyourface") unless and until it is clear that informal salutations ("Hey again", "What's Up, Yo!") are welcome. Being overly casual tends to convey the impression that you do not take your coursework seriously.
- When requesting a meeting with a professor (or other busy person), it is courteous to *list your full availability* over a reasonable window of time. This allows the person you're trying to meet to pick a time that is convenient to their schedule (which is likely very busy and complicated), rather than forcing them to list their availability, write back to request yours, or forgo control of their schedule.

Carrying of Handguns

Students in this class should be aware of the following university policies:

- Individuals who hold a license to carry are eligible to carry a concealed handgun on campus, including in most outdoor areas, buildings and spaces that are accessible to the public, and in classrooms.
- It is the responsibility of concealed-carry license holders to carry their handguns on or about their person at all times while on campus. Open carry is NOT permitted, meaning that a license holder may not carry a partially or wholly visible handgun on campus premises or on any university driveway, street, sidewalk or walkway, parking lot, parking garage, or other parking area.

ADA Accommodations

The University of Texas at Austin provides upon request appropriate accommodations for qualified students with disabilities. For more information, please contact the Office of the Dean of Students at 471-6259, 471-4671 TTY.

Religious Holidays

By UT Austin policy, students must notify the instructor of a pending absence due to religious observance at least fourteen days in advance. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the student will be given an opportunity to complete the missed work within a reasonable time after the absence, with no penalty.

Emergency Evacuation Policy

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the instructor in writing during the first week of class.
- In the event of an evacuation, follow the instructions of the instructor.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

Tentative Schedule and Readings

Introduction

1/22 - Types of research questions

- Remler & Van Ryzin (2015), "Research in the Real World" - Chp. 1

1/24 - Posing research questions

- Remler & Van Ryzin (2015), "Theory, Models, and Research Questions" - Chp. 2.
- Masia Warner, et al. (2016). Can school counselors deliver cognitive-behavioral treatment for social anxiety effectively? A randomized controlled trial. *Journal of Child Psychology and Psychiatry*, 57(11), 1229-1238.

1/29 - Reading, summarizing, and critiquing research

- Grissom, J. A., & Redding, C. (2016). Discretion and disproportionality: Explaining the underrepresentation of high-achieving students of color in gifted programs. *AERA Open*, 2(1), 1–25. doi:10.1177/2332858415622175
- Carter, S. P., Greenberg, K., & Walker, M. S. (2017). The impact of computer usage on academic performance: Evidence from a randomized trial at the United States Military Academy. *Economics of Education Review*, 56, 118–132. <https://doi.org/10.1016/j.econedurev.2016.12.005>

1/31 - The validity typology, construct validity

- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*. Boston, MA: Houghton, Mifflin and Company. Chps. 2-3.

Measurement

2/5 - Reliability and validity

- Remler & Van Ryzin (2015), "Measurement" - Chp. 4.
- Clark, L. A., & Watson, D. (1995). Constructing validity: Basic issues in objective scale development. *Psychological Assessment*, 7(3), 309-319.

2/7 – More validity, questionnaire design

- Flake, J. K., Pek, J., & Hehman, E. (2017). Construct validation in social and personality research: Current practice and recommendations. *Social Psychological and Personality Science*, 8(4), 370-378.
- Schwarz, N. (1999). Self-reports: How the questions shape the answers. *American Psychologist*, 54(2), 93–105.

2/12 - More design issues in descriptive and associational research

- Forscher, P. S., Cox, W. T., Graetz, N., & Devine, P. G. (2015). The motivation to express prejudice. *Journal of personality and social psychology*, 109(5), 791.
- Miller, F. G., Johnson, A. H., Yu, H., Chafouleas, S. M., McCoach, D. B., Riley-Tillman, T. C., Fabiano, G. A., & Welsh, M. E. (2018). Methods matter: A multi-trait multi-method analysis of student behavior. *Journal of School Psychology*, 68, 53-72.

2/14 – To be determined

Populations and sampling

2/19 - External validity, probability sampling

- Remler & Van Ryzin (2015), "Sampling" - Chp. 5.

2/21 – Stratification

- Groves, et al. (2009). *Survey Methodology*. Chps. 1 & 4.

2/26 – Multi-stage (cluster) sampling

- Claessens, A., Engel, M., & Curran, F. C. (2015). The effects of maternal depression on child outcomes during the first years of formal schooling. *Early Childhood Research Quarterly*, 32, 80-93.

2/28 – Non-probability sampling

- Kennedy, C., Mercer, A., Keeter, S., Hatley, N., Mcgeeney, K., & Gimenez, A. (2016). Evaluating Online Nonprobability Surveys. Pew Research Center.
- Hauser, D., Paolacci, G., & Chandler, J. J. (2018). Common Concerns with MTurk as a Participant Pool: Evidence and Solutions.
<https://doi.org/10.31234/osf.io/uq45c>

3/5 - Missing data

- Baraldi, A. N., & Enders, C. K. (2010). An introduction to modern missing data analyses. *Journal of School Psychology*, 48(1), 5–37.
- Cantor et al. (2015). Report on the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct. Read Section 2 (Methodology) and Appendix 4 (Non-response bias analysis).

3/7 – Secondary data analysis

- Remler & Van Ryzin (2015), "Secondary Data" - Chp 6.
- Fahle, E. M., & Reardon, S. F. (2018). How Much Do Test Scores Vary Among School Districts? New Estimates Using Population Data, 2009–2015. *Educational Researcher*, 47(4), 221-234.

- Sewell, A. A., Jefferson, K. A., & Lee, H. (2016). Living under surveillance: gender, psychological distress, and stop-question-and-frisk policing in New York City. *Social Science & Medicine*, *159*, 1-13.

3/12 – Discussion of descriptive research projects

Causal research: Randomized experiments

3/14 – Replicability and pre-registration

- Munafò, M. R., Nosek, B. A., Bishop, D. V. M., Button, K. S., Chambers, C. D., Percie Du Sert, N., ... Ioannidis, J. P. A. (2017). A manifesto for reproducible science. *Nature Human Behaviour*, *1*(1), 1–9. <https://doi.org/10.1038/s41562-016-0021>
- van't Veer, A., & Giner-Sorolla, R. (2016). Pre-registration in Social Psychology - A discussion and suggested template. *Journal of Experimental Social Psychology*, *67*, 2–12. <https://doi.org/10.1016/j.jesp.2016.03.004>
- (Recommended further reading) Nosek, B. A., Spies, J. R., & Motyl, M. (2012). Scientific Utopia: II. Restructuring Incentives and Practices to Promote Truth Over Publishability. *Perspectives on Psychological Science*, *7*(6), 615–631. <https://doi.org/10.1177/1745691612459058>
- (Recommended further reading) Gehlbach, H., & Robinson, C. D. (2017). Mitigating Illusory Results through Pre-Registration in Education. *Journal of Research on Educational Effectiveness*. <https://doi.org/10.1080/19345747.2017.1387950>

3/26 – Experimental and quasi-experimental designs

- Remler & Van Ryzin (2015), "Causation" - Chp. 11.

3/28 - Simple randomized experiments, design choices

- Park, D., Ramirez, G., & Beilock, S. L. (2014). The role of expressive writing in math anxiety. *Journal of Experimental Psychology: Applied*, *20*(2), 103–111. <https://doi.org/10.1037/xap0000013>
- Remler & Van Ryzin (2015), "Randomized Experiments" - Chp. 14.

4/2 - Block-randomization and covariate adjustment

4/4 - Cluster-randomized designs

- Bloom, H. S. (2005). Randomizing groups to evaluate place-based programs. In H. S. Bloom (Ed.), *Learning More from Social Experiments: Evolving Analytic Approaches* (pp. 115–172). New York, NY: Russell Sage Foundation. **Read pp. 115-134 and 141-157.**

4/9 – Power analysis

4/11 - Field issues: compliance, fidelity, and attrition

- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*. Boston, MA: Houghton, Mifflin and Company. Chp. 10, pp. 314-340.

4/16 - Some examples of experiments

- Freeman, D., Sheaves, B., Goodwin, G. M., Yu, L.-M., Nickless, A., Harrison, P. J., ... Espie, C. A. (2017). The effects of improving sleep on mental health (OASIS): a randomised controlled trial with mediation analysis. *The Lancet Psychiatry*, 366(17), 1–10. [https://doi.org/10.1016/S2215-0366\(17\)30328-0](https://doi.org/10.1016/S2215-0366(17)30328-0)
- Lipsey, Farran, & Durkin (2018). Effects of the Tennessee Prekindergarten Program on children's achievement and behavior through third grade. *Early Childhood Research Quarterly*, forthcoming.
- Early, D., Berg, J. K., Alica, S., Si, Y., Aber, J. L., Ryan, R. M., & Deci, E. L. (2015). The Impact of Every Classroom, Every Day on High School Student Achievement: Results From a School-Randomized Trial. *Journal of Research on Educational Effectiveness*. doi:10.1080/19345747.2015.1055638

Causal research: Quasi-experiments

4/18 - Statistical adjustment

- Remler & Van Ryzin (2015), "Observational Studies" - Chp. 12
- Remler & Van Ryzin (2015), "Using Regression to Estimate Causal Effects" - Chp. 13.

4/23 – Matching

- Lindsay, C. A., & Hart, C. M. D. (2017). Exposure to Same-Race Teachers and Student Disciplinary Outcomes for Black Students in North Carolina. *Educational Evaluation and Policy Analysis*, 39(3), 485–510. <https://doi.org/10.3102/0162373717693109>

4/25 - Regression discontinuities

- Bergman, P., & Hill, M. J. (2018). The effects of making performance information public: Regression discontinuity evidence from Los Angeles teachers. *Economics of Education Review*, forthcoming.
- Bloom, H. S. (2012). Modern regression discontinuity analysis. *Journal of Research on Educational Effectiveness*, 5(1), 43–82.

4/30 - Interrupted time series

- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and Quasi-Experimental Designs for Generalized Causal Inference*. Boston, MA: Houghton, Mifflin and Company. **Read pp. 171-206.**

- Remler & Van Ryzin (2015), "Natural and Quasi Experiments" - Chp. 15.
- (Recommended further reading) Hallberg, K., Williams, R., Swanlund, A., & Eno, J. (2018). Short comparative interrupted time series using aggregate school-level data in education research. *Educational Researcher*, 0013189X18769302.

5/2 - Single-case designs

- Horner, R. H., & Odom, S. L. (2014). Constructing single-case research designs: Logic and options. In T. R. Kratochwill & J. R. Levin (Eds.), *Single-Case Intervention Research: Methodological and Statistical Advances* (pp. 53–90). Washington, DC: American Psychological Association.
- Barton, E. E., & Ledford, J. R. (2017). Effects of Reinforcement on Peer Imitation in a Small Group Play Context. *Journal of Early Intervention*. <http://doi.org/10.1177/1053815117748409>

5/7 – Discussion of causal research projects

5/9 – To be determined