

EDRS 821: Advanced Applications of Quantitative Methods

Fall 2013 Wed. 7:20- 10:00 PM Innovation Hall Room 203

Instructor: Angela Miller, Ph.D.

Office: West Building Room 2105

Office Hours: Tuesday 3:00- 4:30 PM or by appointment (please email).

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Prerequisite: EDRS 811 or the equivalent (knowledge of univariate statistics including ANOVA models).

Course Description: This course will provide advanced study of applications of quantitative methods in the practice of educational research and will reinforce and build upon concepts and skills acquired in EDRS 811. It will employ a modular approach and will contain advanced study of techniques appropriate to analysis of data from tests and surveys; group-experimental and quasi-experimental design; selected multivariate procedures and factor analysis. Students will learn through a combination of text reading assignments, critical analysis of professional journal articles, and hands-on experience in using a computer program for data analysis, and application activities. Students will be expected to identify and report on quantitative methods used in published research, to analyze data using the Statistical Package for Social Sciences (SPSS), and to provide written reports of methodology and results.

Course goals: This course is a one-semester introduction to several widely used multiple regression (MR) and multivariate statistical methods. By the end of the semester, it is expected that you will be able to:

- Demonstrate a conceptual understanding of multiple regression with mediators and moderators and generalized linear modeling (e.g., logistic regression) as evidenced by your ability to select and justify the statistic that is appropriate to test a particular hypothesis, explain what the procedure is accomplishing and the logic underlying the given procedure.
- Explain what is meant by multivariate statistical techniques and demonstrate the ability to use multiple techniques that are introduced in this class.
- Explain the assumptions of the above analyses and make recommendations when assumptions are violated.
- Conduct all of the statistical techniques noted above using SPSS software, including testing the assumptions of the technique, interpret the results of the SPSS output and write the results in APA publication style.

Format: The class sessions will include both lecture and hands-on computer work.

Required Materials:

- (1) Warner, R. M (2013) *Applied Statistics: From Bivariate Through Multivariate Techniques*. LA: Sage Publications. ISBN: 978-1-4129-9134-6
- (2) Access to SPSS software. There are computer labs on campus that provide access to SPSS. You can access SPSS software through GMU's virtual computer library at www.vcl.gmu.edu. Information about how to use the virtual computer library is available at http://itservices.gmu.edu/services/view-service.cfm?customel_dataPageID_4609=5689. It is the student's responsibility to ensure access to SPSS outside of class time as there will not be sufficient time in class to complete required assignments.
- (3) There are also required articles/book chapters included on the reference list at the end of this document which will be posted on blackboard and/or available online through the library portal.

Recommended Resource:

American Psychological Association (2009). *Publication Manual of the American Psychological Association (6th edition)*. Washington, DC: APA.

Class Preparation: Information on course assignments, weekly quizzes, and notes for class lectures are available on the course blackboard site. Occasionally, there will also be short video lectures posted on blackboard as introductions to the concepts we will be studying—these are intended to precede your reading of the assigned chapters and/or articles and help situate your reading.

Class Attendance & Participation: Students are expected to come to class on time, complete assignments, and participate in class discussions.

My Teaching Philosophy (in a nutshell) and Expectations

Many people tend to think of statistics as a static and “cut and dry” field when, in fact, it is neither. Advances in computing have enabled the rapid development of more sophisticated modeling tools. There is no way that you will ever know and understand all of them. What you need to understand are the basic assumptions underlying different models, how to select among them, and where to go to get information to learn more if you need something new.

As doctoral students, my main goal for you is to help you become *expert learners*. It is not realistic for me to be your only source of information, nor is it a viable learning model for the scientists and researchers that you are becoming. Make use of the many resources that are easily available on the web and work with one another.

The most important thing you can bring with you to class is a willingness to try to conceptually understand the material. *Please be active--ask questions and participate.*

Outside of class, remember that reading statistical information takes a long time, and even when you read slowly and deliberately, you will need to go back and revisit it over and over. Many

people find that this is not easy material; you should accept struggles as a normal part of the learning process.

ASSESSMENT:

Online Quizzes (10%): For each topic there will be a short quiz posted on Blackboard. The quizzes are composed of short answer and multiple choice items which will cover the basic concepts presented in class and in the textbook. Quizzes are timed (usually 25 minutes) and must be completed during the specified time period. These quizzes are designed to provide you (and me) with feedback about your course progress. Your quiz score cannot lower your overall course grade. Please take the quiz as soon after class as possible.

Analysis Wikis (30%): Each week you will work with data to replicate class or textbook analyses and/or run new analyses in a small group (2-3 students per group). The exercise will also include several conceptual questions about the method to help you gain conceptual understanding as you work through the exercises. You may together or individually on running the analysis; however your responses to the questions should be a collaborative effort. Your group will have a wiki workspace on the Bb site. At various time points throughout the semester, I will check in your progress, offer feedback, and score the work according the rubric provided.

Results (10%): For each type of analysis that we will learn in this class, you will write a results section in correct APA format including: (1) testing of appropriate assumptions, (2) inclusion of any necessary preliminary descriptive statistics (3) results of hypotheses tests, and (4) interpretation of results. These results are based on the analysis wikis from your groups. At 2 points during the semester the formal APA results sections will be scored. **I highly encourage you to find research articles in your area of interest that use these methods of analysis and review carefully how the results are presented.**

Exams (25% each): The two exams will cover the material from the class and textbook and include short answer questions as well as interpretation of SPSS output.

GRADING SCALE:

Grades will be assigned based on the following:

A+	98-100%	B+	88-89%	C	70-79%
A	93-100%	B	83-87%	F	below 70%
A-	90-92%	B-	80-82%		

Final grades are based in the assessments described above. “Extra credit” is not available.

Late Assignments: *As a general rule, late assignments will not be accepted.* If you believe you have EXCEPTIONAL circumstances and wish to negotiate to have extra time to complete course work, you must discuss this with me before the day the assignment is due. (Negotiating means that you will be sacrificing a portion, perhaps substantial, of your grade for extra time).

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

Student Expectations:

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group co workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Academic Integrity and Honor Code

- GMU is an Honor Code university and students are expected to abide by the honor code on all exams and assignments. [See [http:// oai.gmu.edu/honor-code/](http://oai.gmu.edu/honor-code/)].

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

Tentative Schedule

	Class	Topic	Reading	Due
8/28	1	Intro and Review: Cleaning Data Basics of Matrix Algebra Using SPSS syntax	Chapter 4	
9/4	2	Assumptions Multiple Regression	Review of Ch. 9- 12	HW: Matrix Madness
9/11	3	MR /GLM	Ch. 14	
9/18	4	MR-Moderation (cat.)	Ch. 15 (beg- p.631)	Wiki#1:MR
9/25	5	MR-Moderation (cont.)	Ch. 15 (p. 632- end)	
10/2	6	MR-Mediation	Ch. 16	Wiki#2: Mod
10/9	7	Catch-up/Review		Wiki#3: Med
10/16	8	Mid Term Exam		
10/23	9	Instructor at Conference Result Revisions Work night		
10/30	10	Logistic Regression	Ch. 23	Results 1-3 Due
11/6	11	Factor Analysis	Ch. 20	Wiki #4 : Log Reg
11/13	12	Cluster Analysis	Pdf online	Wiki #5 FA
11/20	13	Discrim. /MANOVA	Ch. 18 & 19	Wiki #6: CA
11/27	14	No Class-Thanksgiving Break		
12/4	15	Reading Results: HLM and SEM Review		Wiki #7: MANOVA Results 4-7 Due by Mon. 12/9
12/11		Final Exam		

Other Required Readings and Useful References

Classes 4-6

Baron, R. M. & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51, 1173-1182.

Hayes, A. F. (2009). Beyond Baron and Kenny: Statistical mediation analysis in the new millennium. *Communication Monographs*, 76, 408-420.

Hayes, A. F., Glynn, C. J., & Hude, M. E. (2012). Cautions regarding the interpretation of regression coefficients and hypothesis tests in linear models with interactions, *Communication Methods and Measures*, 6, 1-11.

Class 10

Grimes, D.A. and Schulz, K.F. (2008). Making sense of odds and odds ratios. *Obstetrics and Gynecology*, 111, 423-426.

Other Valuable Resources

Regression Models and Assumptions

Fox, J. (1991). *Regression diagnostics*. Thousand Oaks, CA: Sage Publications, Inc.

Hardy, M.A. (1993). *Regression with dummy variables*. Thousand Oaks, CA: Sage Publications, Inc.

Moderation

Jaccard, J. & Turrisi, R. (2003). *Interaction effects in multiple regression* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Mediation in Multiple Regression

Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, 40, 879-891.

Preacher, K. J., Rucker, D. D., & Hayes, A. F. (2007). Addressing moderated mediation hypotheses: Theory, methods, and prescriptions. *Multivariate Behavioral Research*, 42, 185-227

MacKinnon, D.P., Fairchild, A.J., & Fritz, M.S. (2007). Mediation analysis. *Annual Review of Psychology*, 58, 593-614. (Read through page 605 bottom).

MacKinnon, D.P. (2008). *Introduction to statistical mediation analysis*. New York: Lawrence Erlbaum.

MacKinnon, D.P., Lockwood, C.M., Hoffman, J.M., West, S.G., & Sheets, V. (2002). A comparison of methods to test mediation and other intervening variable effects. *Psychological Methods*, 7, 83-104.

Shrout, P.E., & Bolger, N. (2002). Mediation in experimental and nonexperimental studies: New procedures and recommendations. *Psychological Methods*, 7, 422-445.

Introduction to Path Analysis

Keith, T.Z. (2006). *Multiple regression and beyond*. Boston, MA: Pearson Education, Inc. (Chapters 10 and 11.)

Logistic Regression

Hosmer, D.W. & Lemeshow, S. (2000). *Applied logistic regression* (2nd ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Menard, S. (2002). *Applied logistic regression analysis* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.

General Resources

Cohen, J., Cohen, P., West, S.G., & Aiken, L.S. (2003). *Applied multiple regression/correlation for the behavioral sciences* (5th edition). Mahwah, NJ: Lawrence Erlbaum.

Dugard, P., Todman, J., & Staines, H. (2010). *Approaching multivariate analysis* (2nd ed.). New York, NY: Routledge.

Grimm, L.G. & Yarnold, P.R. (1995). *Reading and understanding multivariate statistics*. Washington, DC: American Psychological Association.

Grimm, L.G. & Yarnold, P.R. (2000). *Reading and understanding more multivariate statistics*. Washington, DC: American Psychological Association.

Keith, T.Z. (2006). *Multiple regression and beyond*. Boston, MA: Pearson Education, Inc.

Meyers, L.S., Gamst, G., & Guarino, A.J. (2006). *Applied multivariate research*. Thousand Oaks, CA: Sage Publications, Inc.

Tabachnick, B.G. & Fidell, L.S. (2007). *Using multivariate statistics* (5th ed.). Boston, MA: Pearson Education, Inc.