Department of Educational and Counseling Psychology
Research and Measurement

EDRM611
Applied Statistics in Education and Psychology I

Syllabus
Version 2005/07/10 18:30

Summer 2005, Term 3
Monday–Friday, 10:30 am–12:45 pm, Bell Hall 114

Instructor: Keith G. Calkins (Smith Hall 106)
e-mail/telephone: calkins@andrews.edu/269 471-6629
Office hours (for course duration only): 8:30–10:20 am
5 out of every 4 Americans has problems with fractions!

Numbers are our friends.
Most of our friends are irrational,
and many more are imaginary.
1 Course Description

EDRM611 Applied Statistics in Education and Psychology I
The application of basic descriptive and inferential statistics to the fields of education and psychology. Data analysis using statistical packages (e.g., SPSS).

This course description and other references can be located online at: http://www.andrews.edu/academics/bulletin/2005-2006 or equivalent.

2 Mission Statements (via ACLU & abbrev.)

Note: Parts XII C, E, and H of the 1993 contract between this university and the local county which has supported the instructor’s recent work requires the scrupulous avoidance of either the fact or appearance of inadequate separation of secular and sectarian activities. This note is included here since this deviation from the established university norm will thus carry over into this class.

2.1 Andrews University

Andrews University educates its students for generous service to ... society in keeping with a faithful witness ... [to its parent organization]. Accordingly, students are challenged

- to be inquisitive
- to think clearly and communicate effectively
- to explore the arts, letters, and sciences ...
- to develop competencies in their chosen fields of study
- to prepare for a meaningful position in the work place
- to respect ethnic and cultural diversity
- to embrace a wholesome way of life
- ... to personal and moral integrity
- to nurture life ..., and
- to affirm their faith commitment.

2.2 School of Education

The School of Education mission is to ... prepare professionals for global service.

[Six Elements (were knowledge bases) of Worldview; Human Growth & Change; Groups, Leadership & Change; Communication & Technology; Research and Evaluation; and Personal & Professional Growth are listed, each with several subitems.]
2.3 Department of Educational and Counseling Psychology

The mission of the Department of Educational and Counseling Psychology is to

- Prepare professional psychologists, counselors, and learning specialists who are committed to excellence and world-wide service
- Provide training … that promotes the balanced development of the mental, physical, social, and spiritual nature of persons
- Respect human diversity and the uniqueness of each person ….
- Uphold … principles … as a guide for interpersonal relations.

3 Introduction

EDRM611 is an introductory course in statistics for students in education and psychology. The course is designed for students with minimal background in mathematics who may or may not pursue further studies in statistics. The major emphasis is on forming a basic conceptual understanding while not ignoring the associated computational skills.

EDRM611 serves as a prerequisite for EDRM604/612 and is a required course for many degree programs within the School of Education. It is similar in content and approach to BHSC230 while being less mathematically based than STAT285.

4 Prerequisite

The only prerequisite is knowledge of algebra and elementary mathematics (generally an MPE $\geq$ P2). In this regard it is similar to a standard college introductory course in statistics (e.g. STAT285) but less stringent than Advanced Placement Statistics which expects completion of a high school Algebra II course (which would include exponentiation and logarithms). Since less math-based, the probabilistic foundations and review of relevant distributions of hypothesis testing is minimized. Students who have forgotten algebra will be given the opportunity at the beginning of the course to review this material. (See especially the first few pages of chapter 1 of the required textbook.)

5 Knowledge Base

In addition to its established role in physics, biology, chemistry, and computer science, statistical analysis is fundamental to the fields of social and behavioral
One can scarcely open a book or journal in these disciplines without finding some aspects of statistics: correlations, statistical significance, $t$-tests, etc. Without statistics we would quickly become lost in the sea of numbers, facts, and figures. Statistics are a means of organizing, condensing, and analyzing numerical and categorical data in ways that find order in chaos.

Statistics as a general field consists of two major subdivisions: descriptive and inferential statistics. Descriptive statistics involves techniques for presenting information in a succinct but clear manner. Inferential statistics involves procedures for making generalizations about a population by studying a subset of that population. Some aspects of both descriptive and inferential statistics will be presented in this course. In descriptive statistics particular emphasis will be given to the following concepts: scales of measurement, frequency distribution, measures of central tendency, measures of dispersion, standard $z$-scores, correlations, and linear regression. For inferential statistics, hypothesis testing for one and two sample groups (means, proportion, and correlation) will be presented. Beginning concepts in power analysis and nonparametric statistics will also be presented.

6 Objectives

The course has three major objectives. Upon completion of the course the student should be able to:

1. demonstrate comprehension of basic statistical concepts and procedures.

2. demonstrate the ability to apply basic statistical procedures and concepts to solve theoretical and practical problems.

3. identify appropriate statistical procedures for specific problems or hypotheses.

7 Course Textbook


An electronic calculator with simple statistical functions or access to a computer with the same is expected. The TI-83 (now TI-84) was designed to accommodate statistical testing at this level.

The department and later courses tend to emphasize the use of SPSS (Statistical Package for the Social Sciences), which the required textbook makes frequent

8 Grades

Several factors are used to compute the final grade for this course. These include scores on oral and written examinations, quizzes, a project (with an oral report and paper), skill demonstration, assignments, and class attendance/participation.

8.1 Tests (30%) and Final Examination (20%)

Three tests covering multiple chapters will be given. Each text will be worth 10% of your grade. A large component of each test may well consist of multiple-choice questions which will NOT include an equilizing guessing penalty.

A final examination worth 20% of your grade will be given probably during the final class period. It will be comprehensive and be similar in format to the unit tests.

8.2 Project with Presentation (10%) and Paper (10%)

A project about inferential statistics is required. The project will consist of a short presentation (30 minutes, including a group activity), and a topic summary (paper). The five to six page paper should conform to the guidelines found in the Andrews University Standards for Written Work. A minimum of three references is required (other than the required textbook). The project topics will be selected from Mean Estimation (9), 2-Sample Mean Hypothesis Testing (11), Power and Sample Size (13), Linear Regression (17), Correlation Coefficients (20), $\chi^2$ (Chi Square) (21), and Nonparametric Tests (22). If there are more than seven class members, some collaboration or other accommodation will occur. The values in parentheses above refer to the corresponding chapter in the required textbook. The projects will be presented in increasing chapter order and assigned either randomly or by selection of
the earliest date. The paper is due at the final examination. The project is 20% of your grade, equally weighted between the presentation and paper.

### 8.3 Assignments (15%), Quizzes (5%), Attendance (5%), and Participation (5%)

Fifteen assignments each worth 1% of your grade will be made. The remaining 15% of your grade will be composed equally of quizzes, attendance, and class participation.

Note: the University bulletin indicates that faculty members are expected to keep regular attendance records and that whenever the number of absences exceeds 10% (for graduate classes) of the total course appointments, the teacher may give a failing grade. Absences recorded because of late registration, suspension, or early/late vacation are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

### 8.4 Grading Scale

Each letter grade spans 15% with each applicable subletter spanning 5%. A corresponding table is included as Table 1.

### 8.5 Student diversity and disability

Andrews University accepts and appreciates diversity in its students, including students with disabilities. Accordingly, qualified students with documented disabili-
ties are encouraged to inform the University of their disability. The office of Student Success assists students with disabilities in establishing reasonable accommodations.

8.6 Academic Integrity

A column on academic integrity in the University bulletin summarizes the full details of the policy and associated procedures given in the *Student Handbook*. Hopefully no need for further reference will be necessary.

9 Class Schedule

Class time: 10:30–12:45, Monday–Friday, July 11–August 5, 2005. An outline of topics with corresponding timeline is included as Table 2.

References


Table 2: 2005 Class Schedule, 10:30 am–12:45 pm

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>July 11</td>
<td>Syllabus and Statistics</td>
<td>1</td>
</tr>
<tr>
<td>Tue.</td>
<td>July 12</td>
<td>Organizing and Presenting Data</td>
<td>2</td>
</tr>
<tr>
<td>Wed.</td>
<td>July 13</td>
<td>Central Tendancy and Variation</td>
<td>3</td>
</tr>
<tr>
<td>Thu.</td>
<td>July 14</td>
<td>The Normal Gaussian Bell-Curve</td>
<td>4</td>
</tr>
<tr>
<td>Fri.</td>
<td>July 15</td>
<td>Review and Test 1</td>
<td>1–4</td>
</tr>
<tr>
<td>Mon.</td>
<td>July 18</td>
<td>Correlation</td>
<td>5</td>
</tr>
<tr>
<td>Tue.</td>
<td>July 19</td>
<td>Linear Regression</td>
<td>6</td>
</tr>
<tr>
<td>Wed.</td>
<td>July 20</td>
<td>Sampling and Distributions</td>
<td>7</td>
</tr>
<tr>
<td>Thu.</td>
<td>July 21</td>
<td>Probability and Distribution Overview</td>
<td>own</td>
</tr>
<tr>
<td>Fri.</td>
<td>July 22</td>
<td>Review and Test 2</td>
<td>5–7, own</td>
</tr>
<tr>
<td>Mon.</td>
<td>July 25</td>
<td>Hypothesis testing and Confidence Int.</td>
<td>8</td>
</tr>
<tr>
<td>Tue.</td>
<td>July 26</td>
<td>1-Sample Mean Testing</td>
<td>9</td>
</tr>
<tr>
<td>Wed.</td>
<td>July 27</td>
<td>2-Sample Mean Testing</td>
<td>11</td>
</tr>
<tr>
<td>Thu.</td>
<td>July 28</td>
<td>Power and Sample Size</td>
<td>13</td>
</tr>
<tr>
<td>Fri.</td>
<td>July 29</td>
<td>Review and Test 3</td>
<td>8,9,11,13</td>
</tr>
<tr>
<td>Mon.</td>
<td>August 1</td>
<td>Testing Linear Regression</td>
<td>17</td>
</tr>
<tr>
<td>Tue.</td>
<td>August 2</td>
<td>Other Correlation Coefficients</td>
<td>20</td>
</tr>
<tr>
<td>Wed.</td>
<td>August 3</td>
<td>Chi Square ($\chi^2$)</td>
<td>21</td>
</tr>
<tr>
<td>Thu.</td>
<td>August 4</td>
<td>Nonparametric Tests</td>
<td>22</td>
</tr>
<tr>
<td>Fri.</td>
<td>August 5</td>
<td>Final Exam</td>
<td>1–22</td>
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</tbody>
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