

Educational Psychology Research Participation Requirement Alternative Assignment-Research Summaries

There are two ways to receive research participation credit. One is to participate in an active research study. If there are not enough research studies available, or should you prefer not to participate in a research study, the second option is to read selected educational or psychological research articles from the list provided and write critical summaries of the articles. Each article summary is worth one research credit.

Research participation and article summaries can be combined to fulfill the research requirement.

Directions

1. Active Research Participation Requirement Students should begin by registering with the Educational Psychology Research Participation System at <https://unlv-edpsych.sona-systems.com>. Click on "Request Account" to register. Once registered, you will receive an email with your login information. You can use this information to log into the research participation system, where you will be able to view available studies and sign up for a timeslot to participate in research.

2. Choosing an Article as a Research Alternative: To meet the research requirement you may also read and write reviews of research articles from the selected list. Even if you choose to complete research summaries in lieu of research participation, you will still need to register in the research participation system so that research credit may be granted through that system. Each accepted article review counts as **one credit** toward your research requirement. The list of approved articles from which you may choose by course is contained at the end of this document.

3. Retrieving an Article: You can access articles from the approved list directly from the Lied Library. Follow these instruction to retrieve a pdf version of the article you want to critique from the library:

1. Go to the main UNLV webpage
2. Click on "Libraries"
3. Under the "Research" heading, click on "All library databases"
4. Under "Find Articles and More," click on "Academic Search Premier"
5. Enter your login information if you *are not* on campus
6. This will take you to the "Ebsco Host" page. Cut and paste the name of the article into the search line and click "search." This should locate the article and

give you the opportunity to download it to your laptop or PC. Make sure you review articles from the appropriate approved list (i.e., if you are in EPY 303, you must review articles that are on the approved list for EPY 303; if you are in EPY 451, you must review articles that are on the approved list for EPY 451 students).

3. Writing the Summary: Your research summary paper should demonstrate that you have read and understood the article. Your research summary paper should include answers to the following four questions.

1. What did the researchers want to find out?
2. How was the data collected? Who were the subjects? How many? What kind? How was data collected (what kinds of tests or other measurement was used?).
3. What were the results (what was learned)?
4. What did you think of the article? What do you think is important about the research?

Be sure to answer all parts of the questions. Your aim should be to demonstrate that you have read and understood the article. The summaries are evaluated on a pass/no pass basis. Someone reading your article summary should be able to tell what the research article was about, who participated, how they participated, the results of the research, and your opinion about the article. Although a great amount of detail is not expected, sufficient detail to warrant a passing summary requires a thorough reading of the article. If an article summary is not accepted, you will be allowed to revise and re-submit.

Specific hints that will help you create an acceptable summary are:

1. Pay particular attention to the 'Purpose' or 'Present Study' areas of articles. Often a clear hypothesis/prediction can be found here. If you are having difficulty it is sometimes helpful to find the Methods Section and go back one paragraph at a time until you see the Purpose and/or prediction statement. Furthermore, in the discussion section the prediction is often restated (e.g. 'as we predicted' or something similar).
2. When looking for information about the subject, measurement tools, and how they were used, the "Methods" section is a good place to look. In particular, in the Methods area you will usually find 'Participants', 'Measures', 'Procedures', or some variation of these. In these areas you will, most likely, find the number and types of subjects (participants) used, the types (methods) of tests that were used to measure, and how those tests (or measurement tools) were used to collect data (procedures). When you explain the study/experiment in your own words, someone who reads your explanation should be able to get a general idea about the study without reading the article.
3. When looking for the results, the 'Results' area is where you will find them. However, don't overlook the 'Discussion' area when looking for results. Often

when they (the results) are being discussed, they are spelled out in easy to understand terminology.

4. While quoting is sometimes a good thing, your understanding of the article is what we are interested in. Please use your own words when answering the questions.

4. Receiving Credit: When you have completed a summary (make sure you have included information relevant to the four questions), submit it as an email attachment to the Experiment Management System Coordinator at epyrr@unlv.edu. BE SURE THAT YOUR DOCUMENT INCLUDES YOUR NAME AND THE NAME OF THE COURSE TO WHICH YOU WANT THE CREDIT TO BE APPLIED. Make sure you have also registered for an account in the Educational Psychology Research Participation System at <https://unlv-edpsych.sona-systems.com> so that credit may be granted upon successful review of your article summary. Be sure to retain a copy of the summary for your records. You will be able to monitor the status of the summary (pass or no pass) through the Educational Psychology Research Participation System.

DEADLINE: Submission of research article(s) must be completed by the last day of instruction (which is the last day of study week) in your course.

Questions about the research requirement may be directed to the Educational Psychology Research Participation System Coordinator at: epyrr@unlv.edu

Lists of Articles Approved for Research Summaries by Course

EPY 303

- Blazar, D. & Kraft, M. A. (2017). Teacher and teaching effects on students' attitudes and behaviors. *Educational Evaluation and Policy Analysis*, 39(1), 146-170.
- Cheon, H. C. & Reeve, J. (2015). A classroom-based intervention to help teachers decrease students' amotivation. *Contemporary Educational Psychology*, 40, 99-111.
- Kierner, K., Groschner, A., Pehmer, A.K., & Seidel, T. (2015). Effects of a classroom discourse intervention on teachers' practice and students' motivation to learn mathematics and science. *Learning and Instruction*, 35, 94-103.
- McKnight, K., O'Malley, K., Ruzic, R., Horsley, M. K., Franey, J. J., & Bassett, K. (2016). Teaching in a digital age: How educators use technology to improve student learning. *Journal of Research on Technology in Education*, 48(4). 194-211.
- St. Clair-Thompson, H., Stevens, R., Hunt, A., & Bolder, E. (2010). Improving children's working memory and classroom performance. *Educational Psychology*, 30(2), 203-219.

EPY 451

- Colenbrander, D., Nickels, L., & Kohnen, S. (2017) Similar by different: differences in comprehension diagnosis on the Neale analysis of reading ability and the York assessment of reading for comprehension. *Journal of Research in Reading, 40*(4), 403-419.
- Giusto, M. & Ehri, L. C. (2019). Effectiveness of a partial read-aloud test accommodation to assess reading comprehension in students with a reading disability. *Journal of Learning Disabilities, 52*(3), 259-270.
- Jessop, T., Hakim, Y.E. , & Gibbs, G. (2014). The whole is greater than the sum of its parts: a large-scale study of students' learning in response to different programme assessment patterns. *Assessment & Evaluation in Higher Education, 39*(1), 73-88.
- Kruit, P. M., Oostrdam, R. J., van den Berg, E., & Schuitema, J. A. (2018) Assessing students' ability in performing scientific inquiry: instruments for measuring science skills in primary education. *Research in Science & Technological Education, 36*(4), 413-439.
- Nichols, B. E. (2016). Task-based variability in children's singing accuracy. *Journal of Research in Music Education, 64*(3), 309-321.
- Polly, D., Wang, C., Martin, C., Lambert, R., Pugalee, D., & Middleton, C. (2018). The influence of mathematics professional development, school-level, and teacher-level variables on primary students' mathematics achievement. *Early Childhood Education Journal, 46*, 31-45.

EPY 702

- Bhagat, K. K., Chang, C.N., & Chang, C.Y. (2016). The impact of the flipped classroom on mathematics concept learning in high school. *Educational Technology & Society*, 19(3), 134-142.
- Billingsley, G. M., Thomas, C. N., & Webber, J. A. (2018) Effects of student choice of instructional method on the learning outcomes of students with comorbid learning and emotional/behavioral disabilities. *Learning Disability Quarterly*, 41(4), 213-226.
- Boda, P. & Weiser, G. (2017). Using POGILs and blended learning to challenge preconceptions of student ability in introductory chemistry. *Journal of College Science Teaching*, 48(1), 60-67.
- McGeown, S. P. (2015). Sex or gender identity? Understanding children's reading choices and motivation. *Journal of Research in Reading*, 38(1), 35-46.
- Miller, T. A., Carver, J. S., & Roy, A. (2018). To go virtual or not to go virtual, that is the question: A comparative study of face-to-face versus virtual laboratories in a physical science course. *Journal of College Science Teaching*, 48(2), 59-67.
- Ng, C. C. (2018). High school students' motivation to learn mathematics: The role of multiple goals. *International Journal of Science and Math Education*, 16, 357-375.