

Welcome! All SCIS students and faculty are welcome. Please Note....In order to log out of the chat properly you must use the quit button at the bottom of the page.

NOTE Terrell just logged in Chat Room One channel. (09:55:31 PM)

INFO Server time is: Feb 19, 2004 09:55:48 PM

Cheryl: Hi everyone!

Terrell: I'll be ready in just a couple of minutes.

Joe: Greeting from sunny Indiana - Ha

NOTE phyllis just logged in Chat Room One channel. (09:56:27 PM)

rday: howdy...I'm just opening the class pic to I can associate names with faces again

phyllis: Hi all.

Cheryl: Good idea about the pictures, Robert Day?

rday: yes..Robert Day Bob is fine though

Terrell: hello everyone, let's go ahead and get started.

Terrell: I want to talk about a couple of things and then I'll open it up to questions.

Terrell: The first thing I want to do is mention a couple of things about Task 3 (i.e., Assignment 2).

Terrell: First, as you know, these assignments represent a linear process.

Terrell: Obviously that means when I'm reading your second submission, I should be able to pick up right where you left off with the first submission.

Terrell: In order to help me do that better, I want you to include your hypothesis from Task 2 at the top of this assignment.

NOTE c just logged in Chat Room One channel. (10:02:51 PM)

Terrell: Simply state it right before the "Method" section in this assignment

Terrell: The next thing I want to point out is that this assignment is an overview of assignments that will follow it.

NOTE Misty just logged in Chat Room One channel. (10:04:17 PM)

Terrell: We'll talk briefly about participants, instruments and design herein but those items will be more fully developed in upcoming tasks.

Terrell: hold one second.

Terrell: Task 4 will detail the population.

Terrell: Task 5 will detail the instrumentation.

Terrell: Task 8 will go into detail with the methodology and will include information from both Task 4 and 5.

Terrell: Given that, the way to look at this current assignment is as a road-map.

Terrell: You're going to use Task 3 as a plan for where you're going with the next assignments.

Terrell: You briefly talk about who's involved in the study; the instrument you're going to use to measure your content area or construct and then a simple overview of the procedure.

Terrell: You're then going to include a section entitled "Data Analysis" . In this task, since you're not sure of the instrumentation, etc, that you'll use; you simply write something like "The scores of the two groups will be compared statistically" -

Terrell: just as you see on page 99 of the Gay/Airasian book.

Terrell: You're then required to create a suggested timeline for your study.

Terrell: Haven said all of that, it's safe to say that this assignment is fairly simple. The key is to start with your hypothesis and begin working forward on a plan that will ultimately allow you to collect and analyze data to test your hypothesis.

Terrell: The key here is "high level" - don't go into a lot of detail at this step.

Terrell: I've had several people ask why the book does it this way - why not just go straight ahead into the "participants" section and forget this overview.

Terrell: Although that's logically how you would do it, Dr. Gay was adamant in her belief that this assignment, an advance organizer if you will, helped students better understand what they're trying to do rather than just jump right in.

NOTE c has left Chat Room One channel. (10:12:13 PM)

Terrell: Like I said, I want to talk about a few things here tonight but that's about all I have to say regarding this task. If you've got any questions about this before we move forward, feel free to ask now.

Terrell: I'll pause a minute or so to see if anyone jumps in here - like I said, feel free to ask anything about the task.

Terrell: OK, everyone seems happy so let me move forward and talk about Case Study 4 that's due in a couple of weeks.

rday: Is it your intent that we have a complete set of data collected and analyzed by the end of the project?

Cheryl: In determining the timeline how do we decide how much time it will take for a method to make a change. for example in an educational setting who is to say that you need a year to evaluate a process...can a semester be used

NOTE JJ just logged in Chat Room One channel. (10:15:06 PM)

Joe: Will there be a detailed discussion in Gay in the future on best ways to select groups?

Terrell: Bob - no, I'll give you all the data you need for both the case studies and the final exam. You won't need to collect anything.

Terrell: This is the first term I've used a random number generator to allow everyone to create their own dataset and I think it will allow for a more realistic

Terrell: meaningful experience.

Terrell: Cheryl - you, as the researcher, have to set up whatever timetable you think is right. Obviously, that might change based on circumstances.

rday: thank you

Terrell: For example, if you're doing an experimental study using technology in a classroom, you would probably want to run it at least 8 or 10 weeks.

Terrell: This allows for the "effect" of the intervention to make a difference.

Cheryl: So this plan can be modified as we learn more about these sections?

Terrell: Exactly right - again, this is just an overview.

Terrell: Joe - yes, we'll talk about that in detail.

Terrell: It's funny though. We spend a lot of time talking about how to select groups randomly, etc, in order to maintain the highest levels of research validity but in education we're usually stuck with having to use preexisting classes.

Terrell: We'll definitely talk about it though.

Terrell: Did I miss any questions?

Terrell: Let me just interject for a minute here.

Terrell: As I said a couple of weeks ago, we're being required to use WebCT by Summer term.

Terrell: I know nothing at all about it but, from what I've seen and heard from folks at other universities, I think it will be good.

rday: are you happy about the WEBCT change?

Terrell: Generally speaking, yes.

Terrell: There are a few things, the forums for example, that don't seem as powerful as ours.

Terrell: I like the manner by which WebCT allows you to segregate e-mail, it's testing facilities and scheduling.

Cheryl: My experience with the WebCt forums has not been as good as our NSU forums...I was unhappy about that change.

Terrell: I think, in order to get more familiar with it, I'm going to set up chats for this class using it. I'll let you all know if that changes though.

Terrell: Yeah, I agree with the forums. It's a moot point, the upper admin at the university gave us a mandate.

Terrell: So, I'll keep you posted.

Terrell: Let me mention a few things about the cases.

Terrell: First, I noticed a problem I had interjected with the last case study you turned in. I provided data and asked you to compute standard deviations, variances, etc.

Terrell: I failed, however, to tell you if the data represented a sample or a population.

Terrell: Given that, there are two sets of correct answers - those based on the population formulae and those based on the sample formulae.

Terrell: Since we're dealing with inferential statistics, from this point forward, let's assume that all datasets represent a sample. I'll try to remember to post that on each individual case as well.

Terrell: On case study four, I tried to make it as simple as possible while still covering the topics in the 3 chapters.

Terrell: As I said, this is the first time I've used a random number generator to allow each student to create a unique set of data but I think it's going to work well.

Terrell: The only downside is that I have to check all the different submissions; there's no one set of correct answers!

Terrell: In any event, I think the instructions for setting up the data table are fairly clear.

Terrell: You're going to create the two sets of random numbers to populate the table and then fill in the z scores and the percentages of area under the curve.

Terrell: Again, this is shown on page 194 in my book.

Terrell: Keep in mind, you have Statpak to help you. Obviously, that will come in handy because you're going to have to compute means and standard deviations for the entire dataset in order to compute the individual z scores.

Terrell: Remember, as it says in the instructions, you are to create 10 random numbers - that will be the sample you're working from and that's where you'll get the statistics for the sample. The individual z scores will be computed using the individual data

Terrell: values and the statistics from the entire sample.

Terrell: What I've said up to this point pertains to question 1.

Terrell: Are there questions about this section before I move on to Question 2 in the case?

Terrell: I'll wait a couple of minutes to let you type.

Terrell: OK, let's move on.

Terrell: In the second question you're asked to use the same form to generate 20 random numbers ranging from 1 to 50.

Terrell: (FYI, I'm going to create my own applet to do this in the future, I can't rely on random.org forever!).

Terrell: Herein you're asked to create 3 confidence intervals - 90, 95 and 99%.

Terrell: Obviously, you'll need to compute descriptive statistics so I encourage you to use Statpak (or Excel or SPSS or whatever) to help you.

Terrell: All you'll need to turn in is the data table and the three CIs.

Terrell: This is covered in Chapter 8; I don't think it should be too problematic.

Cheryl: Should we round to two places after the decimal

Terrell: Question 3 on the case study sets the stage for the rest of the term re inferential decision making.

Terrell: It's here we first start looking at the idea of using statistical probability values, along with predefined alpha values, to test hypotheses.

Terrell: This is a very critical juncture in the book and I want to make sure it's very clear; please let me know if you have any questions at all.

Terrell: I like to think it is self-explanatory but you've uncovered several issues already that I had to rethink.

Terrell: There's one other part of Chapter 9 that I didn't include on the case; that's where I talk about determining the statistical test needed based on the number of IVs, DVs, etc.

Terrell: Don't worry, I didn't forget about it; we'll cover it in a lot of detail in the next couple of months.

Terrell: Again, I think this case is pretty straight-forward but let me know if you have questions or if there is anything in it, or the book, that isn't clear.

Misty: Do you want the questions now?

Terrell: I have one more topic to talk about before opening to general questions. Are there any questions about the case study before I move forward?

Terrell: Yes, go ahead

Misty: If I have gotten everything straight in my head after reading, we should be computing the z value and then using that chart in your book to look up the critical z value?...

Terrell: exactly right. If I'm not mistaken, you had a question on the forums re the table, right?

Misty: Yup. That was me.

Misty: I have struggled to get the answers in this area for this reason. For some reason I have problems with that chart and using it properly.

Terrell: No problem. I didn't forget but, like I said, I didn't have a book at the office. I'll check that tonight or in the morning and let you know what's up.

Misty: Okay. I will wait till tomorrow.. Thank you.

Terrell: Sometimes they're hard to get used to. As someone pointed out on the forums, I missed a couple of critical z values - I was simply looking at the row above where I should have been looking!

Terrell: No problem, I'll get it out there.

Terrell: Any other questions about the case?

Cheryl: So are their corrections we need to make on the table or is that part of what you will tell us tomorrow? Also rounding...is 2 after the decimal point ok?

Terrell: I don't think there are corrections but I'm going to double-check. From what I could tell, Misty seemed concerned that my table and the Gay table didn't match. I'm going to have to look at it.

Terrell: As I'm writing this I'm thinking of some of the trials and tribulations Dr. Gay went through with her book. There's one edition where some of the formulae are wrong - why they weren't caught, who knows?

Terrell: OK, if there aren't questions about the case I want to mention one other thing.

NOTE Humby has left **Chat Room One** channel. Connection timed out. (10:49:46 PM)

Terrell: First, as I've said, I really appreciate everyone pointing out errors in my text and posting them to the forums.

Terrell: In my earlier e-mail I told you I wouldn't respond to them unless it's something that needs clarification, etc.

Terrell: However, if I don't respond to something and you're still confused by it or by something another student posted, please let me know! I'm more than glad to make sure it's perfectly clear to everyone.

Terrell: Along that same line, always remember the forum is there for your use. Don't wait on me to post a thread about a given topic area. If you're unclear about something or want to discuss something, put a thread out there; that's why it's there.

Terrell: We can discuss anything about the course you want to.

Terrell: Never hesitate to post.

Terrell: Also regarding the forums, this is the first term I've ever used the "Out in the Hallway" thread. As I promised, I've not looked at it but I can see from the number of responses, it's getting a lot of use. That's great because I hope it helps recreate

Terrell: the student interaction we're familiar with in a f2f environment.

Terrell: Believe it or not, that's all I have to say for tonight! Are there any questions we can answer here? If not, you can always e-mail me or post them to the forums.

NOTE phyllis has left **Chat Room One** channel. (10:55:16 PM)

Terrell: I'll wait around a couple of minutes to see if anyone posts. If not, I'll send out a copy of this transcript in the next 10 minutes or so - it will also be posted on the web-site.

NOTE Misty has left **Chat Room One** channel. (10:56:21 PM)

NOTE Cheryl has left **Chat Room One** channel. (10:56:26 PM)

Joe: Good Info. Thanks! Peace Out from Poverty Ridge Farm in Indiana.

NOTE Joe has left **Chat Room One** channel. (10:56:39 PM)

Terrell: No problem, it's my pleasure.