

**ED 230A**  
**Introduction to Research Design and Statistics**

This is the first course in a three-course sequence in quantitative social science inquiry. The analysis of datasets from a variety of studies will play a prominent role in class meetings and assignments throughout the sequence. This will provide a vehicle for discussing key aspects of research design, and for illustrating the application of widely-used statistical techniques. It is hoped that by the end of the sequence, students will have a good idea of how to collect and analyze data in ways that will maximize their chances of addressing questions they are interested in.

**ED 230B**  
**Linear Statistical Models in Social Science Research: Multiple Regression Analysis**

The purpose of this course is to provide solid and comprehensive training in regression-based techniques for analyzing quantitative social science data. It is designed to prepare students to both carry out and interpret research using regression-based approaches. The topics will include, at a minimum: simple linear regression with examination of assumptions; multiple regression including trend analysis (nonlinearity), interaction, multicollinearity, partitioning of variation, variable selection, and model building; qualitative regressors and experimental design via regression analysis; comparing regression models across groups, analysis of covariance via regression, and aptitude x treatment interaction analysis; and an introduction to path analysis. Time permitting, additional topics (e.g., logistic regression) will be included. This course provides a strong foundation for further training in advanced statistical methods.

Add link to course website for Ed 230B.

**ED 211A**  
**Measurement in Education: Underlying Theory**

The purposes of this course are to teach (a) the concepts of reliability and validity, (b) the mathematical models underlying these concepts, and (c) the application of these concepts to problems in measurement. This course combines theory and practice. The objectives for all students are to understand concepts in reliability and validity, know how to apply specific formulas and approaches, and to know when to apply them. The first part of the course focuses primarily on classical test theory, both theory and implications for test construction. The second part of the course introduces generalizability theory and its application to educational testing. The final part covers topics in validity of measurements.

Add link to ED 211A website.

**ED299**  
**Research Practicum for the Social Research Methods Division**

The practicum provides an orientation to the UCLA Graduate School of Education in general and to the Social Research Methods division (SRM) in particular. (1) Participants will, over the course of the sequence, learn about courses and curriculum, research

opportunities, divisional structure, master's and doctoral qualifying examinations, and the pathway toward the dissertation proposal. Participants will also get to meet SRM faculty and students, read some of their work, and discuss it with them. (2) The course also provides the opportunity for new students to begin work on the research project that is required of all SRM Ph.D. students. (3) The course will also provide the opportunity to read some key works in educational research related to issues of methodology. This reading will give rise to discussion of essential philosophical and methodological concerns and will enable all participants to connect these concerns to their own work.