|  |  |
| --- | --- |
| ***Department of Curriculum & Instruction*** | *A-fullname-block-2color* |
| s2qXCeAJ_utapartners |
| ***EDUC 5395: Designing Classroom Research*** | ***Fall 2012*** |
|  | |

***Instructor Information:***

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructor**: | Dr. Ann Cavallo | **Phone:** | (817) 272-0529 |
| **Office:** | 322F Science Hall | **Fax:** | (817) 272-2618 |
| **E-Mail:** | [cavallo@uta.edu](mailto:cavallo@uta.edu) | **Mailbox:** | 320B Science Hall |

|  |  |
| --- | --- |
| **Office Hrs:** | Monday, 2:00-5:00 PM (or, By Appointment) |
| **Instructor Web Site:** | <http://www.uta.edu/coehp/personnel/emp.php?id=275> |
| **Course Web Site:** | [https://elearn.uta.edu](https://elearn.uta.edu/) |

***Course Information:***

|  |  |
| --- | --- |
| **Course Title:** | Designing Classroom Research |
| **Course Number:** | **EDUC 5395 Section 003** |
| **Semester:** | **Fall, 2012** |
| **Course Location and Time**: | Monday, 5:00-7:50 PM in Science Hall 105 |

***Catalog Description***

|  |
| --- |
| In this course, students will develop an individual research problem statement, argue the significance of the problem, complete a written literature review and logical chain of reasoning related to the stated problem, write specific research questions to investigate the problem in educational settings, and design a research study (methodology) that will effectively investigate their research questions. Students design a research study that shows promise for improving education, written as the first three chapters of a scholarly classroom action research project. An additional emphasis of this course is to enhance learning of basic statistical procedures. |

***Course Prerequisites:***

|  |
| --- |
| EDUC 5394 Understanding Classroom Research |

***Textbook(s) and Materials:***

|  |
| --- |
| * Gay, L.R., Mills, G.E., & Airasian, P. (2012). *Educational research: Competencies for analysis and application* (10thed.). Upper Saddle River, NJ: Merrill-Pearson. ISBN-13: 978-0-13-261317-0   OR   * The 9th edition of the above textbook (ISBN-13: 978-0-13-233877-6).   Note: Text can be bought online (e.g., amazon.com or Barnes & Noble) or from the UTA Bookstore: |

***University Mission:***

|  |
| --- |
| The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs. |

***College Mission:***

|  |
| --- |
| The mission of the College of Education and Health Professions is to promote a collaborative culture of excellence in research, teaching, and service. Furthermore, the College is committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. |

***Conceptual Framework:***

|  |
| --- |
| The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important:  **Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.**    *Partners for the Future* serves as the theme of the College of Education and characterizes the understanding that it takes collaboration among many partners to ensure high-quality education for all. |

***Learning Outcomes:***

|  |
| --- |
| This course has two major objectives. **First**, the course is designed to provide you with an introduction to educational research. This will include the purposes, procedures, and implications of educational research. **Second**, this course will help you prepare an action research proposal that you will complete and implement in subsequent courses. In this course, you will write (a) the Introduction section, (b) the Literature Review section, (c) the Research Questions, and (d) the Methods Section of your research proposal.  Specific learning outcomes are:  1. Be informed of current trends, research, and issues in education and their implications for curriculum and  instruction, recognizing the role of research in the improvement of teaching and learning.  2. Become familiar with professional journals, organizations and other resources that support instruction and research.  3. Use research journals and other professional literature; write a review of the literature related to an individually selected topic of significance and interest in education.  4. Design a research study that shows promise for improving education, and prepare the first three chapters of a scholarly research proposal for conducting a classroom action research project.  5. Become knowledgeable of the format and form of the master's action research project in order that the proposed research may be implemented in future coursework (EDUC 5397) or in the professional career.  6. Develop an ability to analyze data and understand the basic statistical procedures. |

***Expectation for Out-of-Class Study:***

|  |
| --- |
| Students are expected to read all the reading assignments as given in the ***Tentative Course Schedule***, at the bottom of this document. Also, students are expected to contribute in class discussions by responding to questions and giving their opinions on research topics being discussed. |

***Attendance and Drop Policy:***

|  |
| --- |
| **Class Attendance**  *Class attendance, timely arrival to class, and remaining in class for the duration is expected and required.* When circumstances do occur, students must communicate with the professor in advance of any anticipated absence or late arrival to class. More than two absences and more than four late arrivals and early departures will result in a reduction by one letter grade in the student’s final course grade. |
| **Adds and Drops**  Adds and drops may be made during late registration either by SAM, by the Web or in person in the academic department offering the course. Drops may continue in person through the 12th week of class. Students are responsible for adhering to the following regulations concerning adds and drops. These rules apply to regular semesters and to equivalent time limits in summer sessions as noted on the summer session calendar.   * A student may not add a course after the end of late registration. * No grade is given if a student drops a course before the Census Date of that semester. * A student may drop a course with a grade of W during the first six weeks of class. * From the seventh week of class through the 12th week of class, a student may drop a course with a grade of W if passing or a grade of F if failing. * A student may not drop a course after the 12th week of class. * The dean of the college or school in which the student is majoring may require a student to drop a course at any time upon the recommendation of the instructor and the concurrence of the department chair. * Students wanting to drop all courses for which they are enrolled must withdraw from the University. |

***Policies:***

|  |
| --- |
| * + The ***Research Project* required in this course will follow a specific format** as directed and communicated in class meetings and posted on the course website (at the Blackboard) by the instructor. All work in this course, including the research project is to be word-processed.   + Class communication will utilize the course website at the Blackboard, an Internet site and the class email list included at this website. Students **must access the course website at the Blackboard** ([https://elearn.uta.edu](https://elearn.uta.edu/))to retrieve important information about the course, as well as email messages. This syllabus is posted on the course website at the Blackboard, along with the assignment due notifications, project details, and other communications. |

***Grade Assignment Threholds:***

|  |  |
| --- | --- |
| 450 – 500400 – 449350 – 399300 – 349< 300 | = A ***=*** B  ***=*** C  ***=*** D  ***=*** F |

***Email Communication:***

|  |
| --- |
| UTA e-mail will be considered the official means of communication between the university and students, effective August 22, 2005.  Utilize your UTA e-mail for all communications.  **You are responsible to regularly check your UTA email.** |

***American with Disabilities Act (ADA):***

|  |
| --- |
| If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the lower level of the University Center), which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities. |

***Student Support Services:***

|  |
| --- |
| The University supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals. |

***Academic Integrity:***

|  |
| --- |
| All students enrolled in this course are expected to follow the UT Arlington’s Honor Code:  **I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.**  Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22). |

***Assignments:***

**1. Research Proposal Introduction (60 Points)**

For this assignment you will select a research topic and write a 1-3 page Introduction section for your research proposal. The Introduction section is not a literature review. Rather it introduces the topic and explains why the topic is important. It may begin by pointing out a national or local problem that the research is designed to address.

**2. Research Proposal Literature Review (80 Points)**

For this assignment you will develop a literature review section of your research proposal. This literature review may include several major sections. For example, if the topic is inquiry to teach science to students with reading problems, the literature may begin with an overview of the research findings on inquiry problems, then move to research findings on reading problems, then conclude with the findings of any previous studies that have tried using inquiry teaching methods with struggling readers. A literature begins broadly, then moves to specifics, and leads directly to the research questions. A literature review is not an annotated bibliography. Rather it is a synthesis of the research findings of many studies.

As you prepare to write the Literature Review, go to the library and/or do an online search for references that you may want to include in your review. Identify a minimum of 15 references. Save these to include in the Reference Section of your proposal. Consult recent reference sections of professional publications for style guidelines.

**3. Research Proposal Research Questions (40 Points)**

For this assignment, you will write 2-4 research questions for your research proposal. The research questions are the focus of the proposal. The questions should derive from the literature review and then form the basis of the Methods section of the research proposal. Research questions may be brief, but every word matters. A sample research question for a quantitative/experimental study is:

* What are the effects of using graphic organizers during pre-reading discussions on the science learning of struggling 5th-grade students?

A sample research question for a qualitative/descriptive study is:

* What backgrounds, attitudes, and behaviors are characteristic of 7th-grade students who struggle to learn mathematics?

**4. Basic Statistical Procedures (80 Points)**

For this assignment you will use Microsoft Excel and SPSS. This assignment will involve questions from Chapters 12 and 13. You need to submit the original, independently completed assignment.

**5. Research Proposal Methods Section (80 Points)**

For this assignment you will write the Methods section of your research proposal. This section will include a description of the setting and participants, the research design, measures, activities, and data analysis techniques to be used. The Methods section is the plan you will use to answer your research questions. Each of the measures you select must be directly connected to one of the research questions. Every part of the Methods section must be detailed enough that someone else could read the section and follow your plan to effectively replicate the study.

**6. Complete**d **Research Proposal (100 points)**

Using feedback provided by instructor and peers throughout the course, ***revise and complete*** the writing of your research project proposal, Chapters 1 through 3, and prepare a final copy. The final research proposal is to consist of the three chapters plus additional sections. Briefly, the research project includes:

* Cover/Title Page
* Abstract
* Chapter 1 Introduction
* Chapter 2 Literature Review
* Chapter 3 Method
* References
* Appendices

**7.** **Presentation (40 points)**

Using power point slides you will present your completed research proposal in one of the two class sessions (see ***Tentative Course Schedule***). Time for each presentation is 10 minutes.

**8. Assigned Readings (10 points)**

Each week, one or two chapters and relevant Tasks from the textbook will be assigned for you to read. The purpose of these chapters is to give you an overview of educational research methods AND to help you prepare your research proposal. The completeness and effectiveness of your readings will be reflected in your contributions to the Discussion Board.

**9. Class Participation (10 points)**

Participation includes contributions to class discussions, attendance, timely completion of assignments, and other affective variables related to coursework.

***Tentative Course Schedule:***

|  |  |  |
| --- | --- | --- |
| Date | Topic/Activity | Assignment & Due Dates |
| Mon, Aug. 27 | **1st Class Meeting**   * Course overview & Syllabus * Educational research overview   + quantitative   + qualitative   + Research proposal overview Ch. 02   + proposal components   Discuss Chapter 1 | Reading Assignment for the next class: Tasks 1A and 1B, Chapters 2 and 3 |
| Mon, Sep. 3 | **Labor Day Holiday** |  |
| Mon, Sept. 10 | **2nd Class Meeting**   * Discuss Chapters 2 and 3 * Research Topic * Stating a Hypothesis * Review of Related Literature   Tips on *Writing an Introduction* Ch. 04 | Reading Assignment for the next class: Chapters 4 and 5 |
| Mon, Sept. 17 | **3rd Class Meeting**  **Discuss Chapters 4 and 5**   * Components of a Quantitative/Qualitative Research Plan * Sampling in Quantitative/Qualitative Research Plan   Ch. 10 (review exp studies)  Tips on *Writing a literature review* | Reading Assignment for the next class: Chapters 6 and 7  **Due: Assignment 1**  **Research Proposal Introduction (60 points)** |
| Mon, Sept. 24 | **4th Class Meeting**  **Discuss Chapters 6 and 7**   * Measurement scales and Variables * Criteria for good Measuring Instruments * Reliability/validity   Ch. 10 (review exp studies)  Tips on *Writing a literature review* (cont.) | Reading Assignment for the next class: Chapters 8 and 9 |
| Mon, Oct. 1 | **5th Class Meeting**  **Discuss Chapters 8 and 9**   * The Correlational Research Process * Relationship Studies * Prediction Studies * Other Correlation-Based Analyses * The Causal-Comparative Research Process   Ch. 10 (review exp studies)  Tips on *Writing a literature review* (cont.) | Reading Assignment for the next class: Chapters 10 and 11 |
| Mon, Oct. 8 | **6th Class Meeting**  **Discuss Chapters 10 and 11**   * Experimental Research * Threats to Experimental Validity * Group Experimental Designs * Single Subject Experimental Designs | Reading Assignment for the next class: Chapter 12  **Due: Assignment 2**  **Research Proposal Literature Review (80 Points)** |
| Mon, Oct. 15 | **7th Class Meeting**  **Discuss Chapter 12**   * The Language of Statistics * Preparing Data for Analysis * Types of Descriptive Statistics * Measures of Central Tendency (e.g., the mean, median, and mode) * Measures of Variability (e.g., the range, quartile deviation, variance, std. deviation) * The Normal Curve * Graphing Data   Tips on *Writing Research Questions* | Reading Assignment for the next class: Chapter 13 |
| Mon, Oct. 22 | **8th Class Meeting**  **Discuss Chapter 13**   * Concepts Underlying Inferential Statistics (e.g., Standard Error, Hypothesis Testing,   Tests of Significance, Two-Tailed and One-Tailed Tests, Type I and Type II Errors, Degrees of Freedom) | Work on Assignment 4:Basic Statistical Procedures (80 points) |
| Mon, Oct. 29 | **9th Class Meeting**  **Discuss Chapter 13 (cont.)**   * Selecting Among Tests (e.g., The t test, ANOVA, Multiple Regression, Chi-Square Tests, Data Mining, Factor Analysis, and Structural Equation Modeling) * Types of Parametric and Nonparametric Statistical Tests | Continue work on Assignment 4: Basic Statistical Procedures (80 points)  Reading Assignment for the next class: Chapters 14 and 15  **Due: Assignment 3**  **Research Proposal Research Questions (40 Points)** |
| Mon, Nov. 5 | **10th Class Meeting**  **Discuss Chapters 14 and 15**   * Data Collection Sources and Techniques   (e.g., Observing, Interviewing, Questionnaires, Examining Records)   * Validity and Reliability in Qualitative Research * Narrative Research: Definition and purpose * Narrative Research Techniques | Reading Assignment for the next class: Chapters 16 and 17  **Due: Assignment 4**  **Basic Statistical Procedures (80 Points)** |
| Mon, Nov. 12 | **11th Class Meeting**  **Discuss Chapters 16 and 17**   * Ethnographic Research: Definition and Purpose * Key Characteristics of Ethnographic Research * Types of Ethnographic Research * Ethnographic Research Techniques * Case Study Research: Definition and Purpose * Case Study Research Design   Tips on *Writing Methods Section* | Reading Assignment for the next class: Chapters 18 and 19 |
| Mon, Nov. 19 | **12th Class Meeting**  **Discuss Chapters 18 and 19**   * Data Analysis and Interpretation: Definition and Purpose * Mixed Methods Research: Definition and Purpose * Types of Mixed Methods Research Designs * Data Analysis in Mixed Methods Designs * Identifying Studies Using Mixed Methods Designs.   Tips on *Compiling Research Proposal* | Reading Assignment for the next class: Chapter 20  **Due: Assignment 5**  **Research Proposal Methods Section (80 Points)** |
| Mon, Nov. 26 | **13th Class Meeting**  **Discuss Chapter 20**   * Action Research: Definition and Purpose * Key Characteristics of Action Research * Types of Action Research * Levels of Action Research * The Action Research Process | **Presentation of your research proposal** |
| Mon, Dec. 3 | **14th Class Meeting**  **Discuss Chapter 20 (cont.)**   * Wrap-up Chapter 20 * Course and Instructor Evaluation | **Presentation of your research proposal** |
| Mon, Dec. 10 | **No Class: Final Exams week** | **Due (**by 5:00 PM)**: Assignment 6**  **Complete**d **Research Proposal (100 points)** |