**EDAD 5322 Educational Research and Evaluation**

Fall 2013

UTA Blackboard

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Office Hours: Tuesday, Wednesday, Thursday 2:00 to 4:00pm or by appointment

**Required Textbook:**

Glanz, J. (2003). *Action research: An educational leader’s guide to school improvement*. (2nd ed.). Norwood, MA: Christopher-Gordon Publishers, Inc.

**Recommended Textbook:**

*Publication Manual of the American Psychological Association* (6th ed.) (2009). Washington, DC: American Psychological Association.

The books can be located at the UTA bookstore, Amazon, or other on-line book stores.

**Catalog Description**:

The course is an overview of basic concepts and procedures necessary for designing, and conducting quantitative and qualitative studies. Topics include: familiarization with research design, research methodology, program evaluation, data collection, and data analysis.

**Learning Outcomes:**

1. The course is an introduction to formal research and evaluation. The knowledge and skills acquired from this course should be applicable to all professional educators as they continue their professional careers and continue to be engaged in life-long learning. In addition to learning the vocabulary associated with research and evaluation, the course will focus on learning how to think like a researcher and evaluator.
2. Since this course is an introduction, we will not have an opportunity to explore all of these topics in great detail. As you learn about research and evaluation, you will realize that the more you know, the more there is to know. The focus on the course will be on practical applications of research and evaluation and on understanding research and evaluation at a basic level.
3. Students will have the opportunity to think through the processes of research and evaluation during the course. Therefore, to maximize the learning opportunity, students should choose wisely the subject of their topics to research and evaluate so the specific needs and interests of their own instructional and educational setting or their own professional goals will be enhanced.

**Course Assignments:**

1. ***Interactive Exercises (IEs):***

In traditional classrooms, students are expected to participate in class discussions. Since this course is being conducted via the Internet, students are required to provide feedback on questions for each session (questions can be found on page 5 **Topic and Suggested Assignment Schedule**) and post comments to questions posed within the lesson. Students are allowed to read other responses before they submit their own response. Students who post the first few comments may go back to read other postings and then resubmit a posting if they wish.

1. ***Quantitative & Qualitative Projects***

Because this is an introductory course, you should have modest goals.

* 1. ***Quantitative Project – Research Proposal:***

Students will prepare a 4-page (excluding title page, references, tables and charts, and appendices) qualitative research proposal on the topic of their choosing. The proposal should focus on an area of interest to the student.

In the **introduction**, students will discuss the issue they plan to research, why it is important to research, and what their **2** research questions are (What do you want to find out? e.g., What factors contribute to students’ success in the UTA K-16 EDLP masters’ program?). Next, the report should include information on the **methodology** students plan to use to conduct the research project, including survey design, data collection, and data analysis. In the following section, students should conclude their study with a **conclusion** of the research project indicating the *significance* of the research and potential *implications*for future studies, policy, and practice. Students should attach the cover letter and survey as **appendices** to the end of the report.

Your quantitative research proposal should include:

* Title page
* Introduction (background of your research, purpose of the study, statement of the problem, and research questions)
* Methodology (Research design and procedures, population and sample, instrumentation, data collection, and data analysis)
* Conclusion
* References
* Appendix A – Cover letter
* Appendix B – Survey

***2.2. Qualitative Project – Program Evaluation:***

Students will prepare a 4-page (excluding title page, references, and appendix) program evaluation report on a topic of their choosing. In the **introduction** section**,** the report will describe the program and identify the aspect of the program to be evaluated. Students should also identify the purpose of the evaluation and provide 2 questions that they intend to answer. Next, the report should include information on the **methodology** used to conduct the evaluation, including from whom data were collected and how they were analyzed. The report then should present the **findings** from the evaluation and **recommendations** for the program.

Your qualitative evaluation report should include:

* Title page
* Introduction (background of the program, purpose of the evaluation, and 2 evaluation questions)
* Methodology (Evaluation design, data collection, interviewees, and data analysis)
* Findings (Themes with supporting quotes)
* Recommendations
* References
* Appendix – Interview questions
1. ***Final Assessment:***

This assessment will be posted week 16 and will cover information from the textbook, class discussion, and lectures.

**Late Assignment Policy:**

Late assignment will be graded 20% lower when it is turned in within a week past its due date. Late assignment will be graded 50% lower if it is turned in within two weeks past the due date. No points will be awarded for late assignment if it is not turned in within two weeks past the due date. No points will be awarded for work not completed.

**Written Communication:**

All written assignments must conform to the style and reference formats specified in the Publications Manual of the APA and must be word processed or typed. Assignments will be graded on content as well as on the technical quality of the writing and presentation. All written assignments should be carefully proofread for spelling, grammar, and syntax. Assignments containing multiple errors may be returned, ungraded, for revision and resubmission at a lower grade (10% lower). It is expected that all written work will conform to accepted graduate level standards.

All written assignments need to be presented as attachments through the blackboard system and NOT as attachments through an email. When submitted, they need to be saved in a MS Word document format (either .doc or .docx).

**Grade Calculations (total 500 points):**

Grading in the course will be based on a 500-point scale, with the maximum point value for each grading component indicated above. The instructor will assign grades based on the following distribution: 100-90%= A; 89-80%= B; 79-70%= C; 69-60%= D; and 59% and below is an F.

|  |  |  |
| --- | --- | --- |
| **Interactive Exercise (IE)** | **130** | **points** |
|  | IE1 |  |  | 5 |  |
|  | IE2 |  |  | 5 |  |
|  | IE3 |  |  | 10 |  |
|  | IE4 |  |  | 10 |  |
|  | IE5 |  |  | 10 |  |
|  | IE6 |  |  | 10 |  |
|  | IE7 |  |  | 10 |  |
|  | IE8 |  |  | 10 |  |
|  | IE9 |  |  | 10 |  |
|  |  |  |  |  |  |
|  | IE10 | 　 | 　 | 5 |  |
|  | IE11 |  |  | 5 |  |
|  | IE12 |  |  | 10 |  |
|  | IE13 |  |  | 10 |  |
|  | IE14 |  |  | 10 |  |
|  | IE15 |  |  | 10 |  |
|  |  |  |  |  |  |
| **Quantitative research project** |  | **145** | **points** |
|  | Survey questionnaire  |  | 25 |  |
|  | Survey questionnaire Revision |  | 25 |  |
|  | Cover letter |  | 5 |  |
|  | Cover letter Revision |  | 10 |  |
|  | Quantitative research proposal |  | 80 |  |
|  |  |  |  |  |
| **Qualitative evaluation project** |  | **175** | **points** |
|  | Introduction and evaluation questions | 10 |  |
|  | Interview questions |  | 10 |  |
|  | 1st interview |  | 15 |  |
|  | 2nd interview |  | 15 |  |
|  | Transcription (any interview) |  | 20 |  |
|  | Data analysis (any interview) |  | 25 |  |
|  | Qualitative evaluation report |  | 80 |  |
|  |  |  |  |  |  |
| **Final Assessment** |  |  | **50** | **points** |
| **TOTAL** |  |  | **500** | **points** |

**Topic and Suggested Assignment Schedule**

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| --- | --- | --- | --- |
| **Week** | **Dates** | **Topic** | **Assignment of the Week** *(All assignments due Sunday by 11:59pm Central Time)* |
| 1 | 8/22-8/24 | Introduction to Blackboard, syllabus & assignments, and the instructor | * IE1 –What research/evaluation experiences do you have (at work or classes that you have taken before)? What do you expect to learn from the class? – Due 8/24
* IE2 – Do you have any questions about Blackboard or the syllabus (Quiz)? – Due 8/24
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| 2 | 8/25-8/31 | Course overview; Questions & answers; Getting into the proper mindset;  | * IE3 – Discuss differences and similarities between research and evaluation. Share your thoughts and respond to at least one other post. – Due 8/31
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| 3 | 9/1-9/7 | Knowing the Difference between Quantitative and Qualitative; Literature search and literature review | * IE4 –Discuss the characteristics of quan. & qual. research. Share your thoughts and respond to at least one other post. – Due 9/7
* Start searching literature for your quantitative research project
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| 4 | 9/8-9/14 | Researchable topics and questions; Components of a quantitative research/evaluation report; Quantitative research design | * IE5 – Share your research topic, statement of the problem, and research questions (2 questions) with class and provide feedback to at least one other post. – Due 9/14
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| 5 | 9/15-9/21 | Revision- Research topic and research questions | * IE6 - Resubmit your research topic, statement of the problem, and research questions. – Due 9/21
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| 6 | 9/22-9/28 | Measurement; Data collection; Introduction to survey questionnaires; Constructing survey questionnaires; Introduction to online survey tools | * IE7 – What should a researcher consider when designing a survey questionnaire? Share your thoughts and respond to at least one other post. – Due 9/28
* Developing a survey questionnaire and cover letter – Due 9/28
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| 7 | 9/29-10/5 | Data analysis; Descriptive and inferential statistics | * IE8 – How will you analyze your data? Share your thoughts and respond to at least one other post. – Due 10/5
* Revising your survey questionnaire and cover letter – Due 10/5
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| 8 | 10/6-10/12 | Interpreting and writing up quantitative research/evaluation; Discussion & interpretation | * IE9 – If you could conduct the quantitative research proposal all over again, what would you do differently? Share your thoughts and respond to at least one other post.- Due 10/12
* **Quantitative Research Proposal – Due 10/12**
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| 9 | 10/13-10/19 | Qualitative research & evaluation; Introduction to types of qualitative research; Ethical considerations; Introduction to interview | * IE10 – What program do you plan to evaluate? Share your thoughts and respond to at least one other post. – Due 10/19
* Introduction and questions for the qualitative evaluation project –Due 10/19
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| 10 | 10/20-10/26 | Introduction to interview and observation; Developing interview questions; Interview protocols | * IE11 – For your evaluation project, who would you choose to interview and why? – Due 10/26
* Interview Questions – Due 10/26
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| 11 | 10/27-11/2 | Interviews | * Interview (1st) : Complete the first interview (15-20 minutes; audio recorded) and upload the audio record to Blackboard – Due 11/2
* Interview (2nd): Complete the second interview (15-20 minutes; audio recorded) and upload the audio record to Blackboard – Due 11/2
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| 12 | 11/3-11/9 | Interviews | * IE12 – Share your experience of conducting interviews. Read and comment on at least one other post. –Due 11/9
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| 13 | 11/10-11/16 | Interview transcription | * IE13 – Share your experiences of transcribing the interview. Read and comment on at least one other post. – Due 11/16
* Transcribe one of the two interviews word for word. – Due 11/16
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| 14 | 11/17-11/23 | Coding qualitative data | * IE14 –What did you struggle with and what went well when coding the data? Share your thoughts and respond to at least one other post. – Due 11/23
* Data analysis: Open code the data (the interview that you choose to transcribe) and identify themes – Due 11/23
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| 15 | 11/24-11/30 | Thanksgiving |  |
| 16 | 12/1-12/7 | Writing qualitative research/evaluation reports | * IE15 – If you could conduct the evaluation all over again, what would you do differently? Share your thoughts and respond to at least one other post. – Due 12/7
* **Qualitative Evaluation Project – Due 12/7**
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| 17 | 12/9-12/13 | Final  | * **Final assessment (will be posted 12/4) – Due 12/11**
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**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.

**Add and Drop Policy:**

Adds and drops may be made during late registration (January 18) through MyMav. The last day to drop a course is March 29. Students are responsible for adhering to the regulations concerning adds and drops, which can be found at: [www.uta.edu/universitycollege/current/academic-planning/need-to-know-policies/schedule-changes.php](http://www.uta.edu/universitycollege/current/academic-planning/need-to-know-policies/schedule-changes.php)

**Americans 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.

**Academic Dishonesty:**

All students involved in academic dishonesty will be disciplined in accordance with University of Texas at Arlington 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 an 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).

(For more information on UTA policies, see the Office of Student Conduct website at www.uta.edu/studentaffairs/conduct/academicintegrity.html)

**Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**This syllabus is subject to change as needed.**

**Any changes to the syllabus will be announced in Class.**