



## **EDUC 5397 Implementing and Disseminating Classroom Research Syllabus**

### **Instructor Information**

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### **Texts and Materials (Recommended):**

McMillan, J. H. & Schumacher, S. (2001). *Research in education* (7<sup>th</sup> Edition). New York: Longman.  
American Psychological Association. (5th Edition). *Publication manual*. Washington, DC: Author.  
Mills, G. (2000). *Action research: A guide for the teacher researcher*. Columbus, OH: Merrill.

### **Course Description:**

In this course students will implement the classroom research designed and written in EDUC 5395, collect data from this research, and interpret results. Students will prepare a final, written research report that presents the investigation and its results in a 5-chapter professional format, such as would be prepared as a paper for presentation at a professional conference and/or publication in an educational journal. At the conclusion of this course, students will submit a copy of their research project report to the course instructor and present the completed project as their final Capstone Experience for the masters' degree in education. *This course is to be taken in the final semester of the masters' degree program and in the semester immediately following EDUC 5395.*

### **Prerequisites**

EDUC 5394 Understanding Classroom Research and EDUC 5395 Designing Classroom Research. Additional research/statistics courses are recommended.

### **Student Learning Outcomes:**

#### **Essential Learning**

1. Read and interpret scholarly research in education
2. Be able to prepare technical documents
3. Identify major issues in science education and be able to locate, read and use findings of research that addresses those issues
4. Be able to conduct independent research on topics in science education relevant to their own school and classroom needs.
5. Have improved research and presentation skills

#### **Course Objectives**

## **EDUC 5397 Implementing and Disseminating Classroom Research**

1. Identify and explore relevant and important problems in classroom teaching and learning.
2. Become knowledgeable of current research related to classroom teaching and learning.
3. Select an identified classroom teaching and research problem and, using related prior research and investigative techniques, conduct an action research project in the classroom/school.
4. Prepare a detailed research project that presents the investigation and its results in a form suitable for presentation at a professional conference and/or publication in an educational journal.

Present the completed project in the format used in professional conferences.

### **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 UT Arlington College of Education and Health Professions is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.*

### **Conceptual Framework:**

The work of the College of Education and Health Professions 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 Health Professions and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

### **Assignments:**

#### **Assignment 1. Draft of Research Project Chapters 1, 2, 3 and 4**

Submit the first four chapters of the Classroom Research Project to the instructor for feedback and editing.

**(10 Points)**

#### **Assignment 2. Write and Submit Chapter 5 Discussion**

Submit the first part of Chapter 5 Discussion (of Results) of the Classroom Research Project to the instructor for feedback and editing.

**(30 Points)**

#### **Assignment 3. Write Additional Sections of Chapter 5 (Discussion) of the Classroom Research Project.**

## **EDUC 5397 Implementing and Disseminating Classroom Research**

Submit all of Chapter 5 Discussion including Limitations, Implications, Future Research and Summary of Research of this chapter to the instructor for feedback and editing.

**(20 points)**

### **Assignment 4. Write the ABSTRACT of the Classroom Research Project.**

Prepare an overall summary of your research, to be up to one page in length, to include as the ABSTRACT of your Research Project.

**(20 points)**

### **Assignment 5. Prepare, Assemble, and Submit Complete Action Research Project Including Additional Sections**

The final project to be submitted is to consist of 5 chapters plus the additional sections as listed below. Submit the entire, completed research project as your final project for the course and program.

- Title Page
- Abstract
- Table of Contents
- Table of Tables and Figures
- Chapter 1 Introduction
- Chapter 2 Literature
- Chapter 3 Method
- Chapter 4 Results
- Chapter 5 Discussion
- References
- Appendix
- Biography

*Optional: Your **Final Research Project** may be printed and bound at a copy shop using the following:*

- *Clear plastic cover page*
- *Black spiral binding*
- *Blue (UTA Color) or Black cardboard or plastic backing*

*Your cover sheet with your title, name and title/date of degree will be electronically signed by your course instructor so it may be included as the first page of your final project.*

**(80 points)**

### **Assignment 6. Prepare a Power Point and Post Your Final Research Project.**

Prepare a presentation highlighting each component of the Research Project. Post your presentation to be reviewed for feedback by group members. Each member must post at least two comments on each other's Power Point presentation of the Research Project.

**(40 points)**

**TOTAL: 200  
points**

### **Grade Criteria:**

## ***EDUC 5397 Implementing and Disseminating Classroom Research***

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = Below 60

### **Course Policies:**

The *Research Project* required in this course will follow a specific format as directed and communicated on the Academic Partnership course site. Students **must** be able to access and navigate the course. In addition, it is important to check UT Arlington email on a regular basis for important program information. UT Arlington provides free email and Internet accounts for all students.

### **E-mail 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 if you do not receive information because you do not regularly check your UTA email.**

### **Academic Integrity:**

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. 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.

"Scholastic 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, Series 50101, Section 2.2)

### **Americans with Disabilities Act:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability). Also, you may visit the Office for Students with Disabilities in Room 102 of University Hall, or call them at (817) 272-3364.

### **The Writing Center:**

The Writing Center, Room 411 in the Central Library, will assist you with any writing assignment while you are a student at UT-Arlington. The Writing Center's hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 4 p.m., Friday; and 2 p.m. to 6 p.m., Saturday and Sunday. You may schedule appointments online by following directions available at [www.uta.edu/owl/appointments](http://www.uta.edu/owl/appointments), by calling (817) 272-2601, or by visiting the Writing Center. If you come to the Writing Center without an appointment, you will be helped on a first-come, first-served basis as tutors become available. Writing Center tutors are carefully chosen and trained, and they can assist you with any aspect of your writing, from understanding an assignment to revising an early draft to polishing a final draft. However, the Writing Center is not an editing service; tutors will not correct your grammar or rewrite your assignment for you, but they will help you learn to solve your grammatical and organizational problems. I encourage each of you to use the Writing Center.

### **Student Support Services Available:**

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs 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.

### **Attendance and Drop Policy:**

If you choose to withdraw from the course for any reason, you must follow University procedures. It is your responsibility to execute these procedures correctly and within the deadlines. I cannot and will not drop anyone for any reason from this course. However, I may strongly recommend that you drop if you are significantly behind on completing the required assignments. Class Schedule Five-Week Session

<b>Module 1 - Overall Review of Project and Revitalizing Literature Review</b>	
Read: <ul style="list-style-type: none"><li>○ Hourglass Design of Research.</li><li>○ Contents of Project.</li><li>○ A Guide to Writing the Dissertation Literature Review.</li><li>○ How To Write Your Thesis.</li><li>○ Elements of a Research Report and Proposal.</li></ul>	
Presentation: The Research Project: Contents and Formats	
Discussion	
Assignment: Research Project Draft	End of day, seventh day of Week 1.
<b>Module 2 - Writing the Discussion Chapter Based on Results</b>	
Read: <ul style="list-style-type: none"><li>○ Tips on Thesis, Dissertation, and Related Writing.</li><li>○ How To Write an Effective Discussion.</li><li>○ The Research Paper.</li><li>○ Writing Up Research: Discussion.</li></ul>	
Discussion	
Assignments: Chapter 5 Discussion of Results (Part 1)	End of day, seventh day of Week 2.
<b>Module 3 - Writing the Limitations, Implications, Future Research, Summary Sections and Abstract</b>	
Read: <ul style="list-style-type: none"><li>○ Seven Stages in my First Action Research Project.</li><li>○ Writing Tips 1.</li><li>○ Writing the Abstract.</li><li>○ Abstracts.</li></ul>	
Video: Writing an Abstract	
Discussion	
Assignment: Chapter 5 Discussion of Results (Part II)	End of day, seventh day of Week 3.
Assignment: Abstract	End of day, seventh day of Week 3.

<b>Module 4 - Putting The Project Together</b>	
Read: <ul style="list-style-type: none"><li>○ Sample Beginning Pages Document.</li><li>○ Sample Biography.</li><li>○ Action Research: Enhancing Classroom Practice and Fulfilling Educational Responsibilities</li></ul>	
Discussion	
Assignment: Final Project	End of day, seventh day of Week 4.
<b>Module 5 - Preparing a Research Presentation and Presenting the Capstone Research Project</b>	
Read: <ul style="list-style-type: none"><li>○ Twelve Tips for Creating Better Presentations.</li><li>○ Making Powerpoint Slides: Avoid the Pitfalls of Bad Slides.</li><li>○ Creating an Effective Powerpoint Presentation (Sayler).</li><li>○ Creating an Effective Powerpoint Presentation (Montecino)</li></ul>	
Discussion	Post by end of day on the fourth day; two replies by end of day on the sixth day.
Assignment: Research Project Powerpoint	End of day, seventh day of Week 5.