The University of Texas at Arlington
College of Education
Department of Educational Leadership and Policy Studies
EDAD 5322 | Educational Research and Evaluation | Fall 2016

Instructor Information:

Instructor: Yi Leaf Zhang, Ph.D.   Phone: 817-272-9221
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Faculty Profile: https://www.uta.edu/profiles/yi-zhang
Office Hours: Tuesday, Wednesday, Thursday 2:00 to 4:00pm or by appointment

Section Information: EDAD-5322-001

Time and Place of Class Meetings: UTA Blackboard https://elearn.uta.edu/

Description of Course Content:

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, 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.

Required Textbook:

Rallis, S. F. & Rossman, G. B. (2012). *The research Journey: Introduction to inquiry.* New York: The Guilford Press.

Recommended Textbook:

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

Descriptions of Major Assignments (Total 500 points):

I. **Interactive Exercises (IEs) (Total 150 points; 10 points for each IE)**

In traditional classrooms, students are expected to participate in class discussions. Since this course is being conducted via Blackboard, students are required to provide feedback on questions for each session 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.

IE 1 – What research/evaluation experiences have you had (at work or classes that you have taken before)?

IE 2 – What do you expect to learn from this course?

IE 3 – What are ontology and epistemology?

IE 4 – Where would you place yourself in figure 2.4 Four paradigms (page 36)? And why?

IE 5 – What are the key elements of cycles of inquiry? Which element(s) do you perceive most challenging for you?

IE 6 – How would you make a study trustworthy?

IE 7 – Complete UTA's human subjects protection (HSP) training modules online (http://www.uta.edu/research/administration/departments/rs/human-subjects-irb/hsp-training.php) and share how you would protect your participants in a research study.

IE 8 – What role does a literature review play in a research paper?

IE 9 – What is a conceptual framework? What is the relationship between a literature review and a conceptual framework?

IE 10 – Share your research topic and research questions with the class and use the feedback to develop your Project 3.

IE 11 – Discuss differences and similarities between quantitative and qualitative research approaches. What are the unique features of each approach?

IE 12 – Choose one of the quantitative research designs (page 120-125: survey, correlation, comparative, action research, quasi-experimental, and randomized controlled trials). Discuss the unique features of the research design and when it would be appropriate to use this design.

IE 13 – Choose one of the qualitative research designs (page 120-125: observation, in-depth interview, document analysis, case study). Discuss the unique features of the research design and when it would be appropriate to use this design.

IE 14 – Review the introduction section in three research articles provided by the instructor and share with the class which introduction you prefer and why.

IE 15 – Discuss differences and similarities between research and evaluation.

II. **Projects (Total 350 points)**

Project 1: Educational biography (2-3 pages) (50 points)

Students will write a 2-3 page (double-spaced) reflective essay regarding their education pathway and how it has impacted students' research interests.

- Short description of your education pathway pointing to important events, people, moments;
- A reflection on how has the education pathway shaped your interest in an education-related career;
- One area of research interest and 2-3 research questions that you are interested in exploring as a researcher (the research questions can be used in Project 2)

Project 2: Develop a Research Statement (1-2 pages) (50 points)

Students will focus on an area of research interest and develop a brief research proposal, including 1) a research topic (title), 2) significance of the study, 3) statement of the problem, and 3) research questions (2-3 questions).

Project 3: Online IRB training (40 points)

Complete UTA's human subjects protection (HSP) training modules online and upload the certificate to Blackboard

Website: http://www.uta.edu/research/administration/departments/rs/human-subjects-irb/hsp-training.php

Project 4: Quantitative Research Article Critique (3-4 pages) (80 points)

Students will read two quantitative research articles provided by the instructor and write a 3-4 page (double-spaced) critical analysis of the research methods employed in the articles. The critique should include, but not limited to:

- Article summary (about 1 -1.5 pages)

  o Introduction
  o Research questions/hypotheses
  o Sample and population
  o Research methods
  o Results/implications/conclusion
- Article comparison/evaluation (about 2 pages)

  o Is the qualitative method appropriate to answer the research questions proposed in each article? Why?
  o How is the use of quantitative methods in these articles similar or different?
  o What are the limitations of the methods?

Project 5: Qualitative Research Article Critique (3-4 pages) (80 points)

Students will read two qualitative research articles provided by the instructor and write a 3-4 page (double-spaced) critical analysis of the research methods employed in the articles. The critique should include, but not limited to:

- Article summary (about 1-1.5 page)

  o Introduction
  o Research questions/purpose of the study
  o Participants
  o Research methods

- o Results/implications/conclusion
- Article comparison/evaluation (about 2-2.5 pages)
    - o Is the qualitative method appropriate to answer the research questions proposed in each article? Why?
    - o How is the use of qualitative methods in these articles similar or different?
    - o What are the limitations of the methods?

Project 6: Self-Evaluation (2-3 pages) (50 points)

Students will develop a 2-3 page paper (double-spaced) evaluating what they have learned from this course. In this evaluation, students should address, but not limit themselves to, the following questions:

- What knowledge/experiences have you gained from this course regarding conducting educational research? What are the most valuable things you have learned from this course?
- Has your perception of qualitative and/or quantitative research changed? And if yes, how?
- How do you perceive your own strengths and weaknesses as a researcher?
- What's your plan for future research?

Attendance:

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As a graduate level course, regular and prompt participation in class discussion is expected. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Grading (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.

Late Assignment Policy:

Unauthorized late assignment will be graded 20% lower when it is turned in within a week past its due date and 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.

Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Disability Accommodations:

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy:

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

Title IX Policy:

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity:

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington 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.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

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.

Campus Carry:

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey:

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week:

For semester-long courses**,** 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.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (411LIBR):

The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. http://library.uta.edu/academic-plaza

Librarian to Contact:

Andy Herzog, Amherzog@uta.edu, 817-272-7517

University of Texas at Arlington College of Education Conceptual Framework:

The conceptual framework of the UT-Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the

university, PK-12 districts and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Model consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners.

- The first core value, Professionalism, represents the assumption that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to do a job well.

- The second core value, Knowledge, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

- The third core value, Leadership, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the eontext of their interactions with curricula, faculty, and other professionals.

The next three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:

- Research encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.

- Diversity is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

- Technology is emphasized throughout all programs and is used to support and improve student learning.

All components lead to the achievement of one goal – the development of informed and responsible Partners for the Future – who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

Tentative Course Schedule

Week/Date		Module and Topics	Reading	Assignments *All assignments due Sunday by 11:59pm*
1	08/25-08/28	Course introduction; Review of syllabus & assignments; Use of Blackboard		IE 1 IE 2
2	08/29-09/04	**Module 1:** Inquiry as learning- your journey of research; Ways of knowing	Chapter 1 Chapter 2	IE 3 IE 4 *Project 1*
3	09/05-09/11			
4	09/12-09/18	**Module 2:** Conducting empirical research; Validity, credibility, trustworthiness; Research and ethics in inquiry	Chapter 3 Chapter 4	IE 5 IE 6 IE 7 *Project 2*
5	09/19-09/25			
6	09/26-10/02	**Module 3:** Literature search and literature review; Identifying a problem; Research questions; Conceptual framework	Chapter 5 Additional readings	IE 8 IE 9 IE 10 *Project 3*
7	10/03-10/09			
8	10/10-10/16			
9	10/17-10/23	**Module 4:** Overview-research design & methods; Quantitative and qualitative approaches Quantitative approach-research design, methods, and data analysis	Chapter 6 Additional readings	IE 11 IE 12 *Project 4*
10	10/24-10/30			
11	10/31-11/06			
12	11/07-11/13	**Module 5:** Qualitative approach-research design, methods, and data analysis	Chapter 6 Additional readings	IE 13 *Project 5*
13	11/14-11/20			
14	11/21-11/27			
15	11/28-12/04	**Module 6:** Writing about research; Implications for future research, policy and practice; Research dissemination; Research vs. evaluation;	Chapter 7 Chapter 8 Additional readings	IE 14 IE 15 *Project 6*
16	12/05-12/11			
17	12/12-12/16	Final Exam – no class		

This syllabus is subject to change as needed.
Any changes to the syllabus will be announced via Blackboard and through UTA email.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381