**EDUC 5394: Understanding Classroom Research**

**Summer II 2016**

**Department of Curriculum and Instruction**



 **The University of Texas at Arlington**

**Instructor and Course Information:**

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| **Instructor**: | Dr. Jiyoon Yoon | **Phone:** | (817) 272-1268 |
| **Office:** | Room 322A, Science Hall | **Fax:** | (817) 272-2618 |
| **E-Mail:** | jiyoon@uta.edu  | **Mailbox:** | Science Hall: 322A |

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| **Office Hours:** | by appointment |
| **Instructor Web Site:** | <https://www.uta.edu/profiles/jiyoon-yoon> |
| **Course Web Site:** | <https://elearn.uta.edu/>  |
| **Class Meeting Time and Location**:  | Monday and Wednesday, 5:00-8:45 PM in Trimble Hall Room 110 |

**Catalog Description**

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| In this course, students gain an understanding of educational research and critically analyze resources of research, such as professional journals, Internet sites, technical reports, ERIC (Education Resources Information Center) documents, and reports of professional organizations. The students will examine historical trends and themes in education and how they have changed and progressed to newer, cutting-edge educational research that informs classroom instruction. Students will analyze research data and reports of research with the purposes of, gaining understanding of sound educational research techniques; evaluating research designs including issues of validity and reliability; gaining knowledge of both quantitative and qualitative data collection procedures; interpreting the results and implications of research; and learning the form of technical, scholarly writing. Through course experiences, students will be prepared to write meaningful research questions and design methodologies for conducting their own classroom research projects. Students will also learn to be effective consumers of research, equipped with skills needed to make sense of classroom, district, state, national, and international educational research studies. This course is to be taken after at least 9 hours of graduate course work and preceding EDUC 5395 and EDUC 5397.  |

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**Course Prerequisites:**

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| There are no prerequisites listed for this course. A statistics course is highly recommended. |

**Textbook(s) and Materials:**

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| * Leedy, P. D. & Ormrod, J. E. (2016). *Practical research: Planning and design* (11th ed.). Upper Saddle River, NJ: Pearson. (ISBN 10: 0-13-374132-X)
* American Psychological Association. *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (ISBN-10:1-4338-0561-8) http://libguides.uta.edu/apa
* An active Tk20 account so that you can upload your final assignment on Tk20 in order to receive credit for this assignment on the Blackboard. For more information on Tk20, go to <http://www.uta.edu/coehp/academics/tk20/index.php>.
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**Assignments, Quizzes based on Readings, Class Activities, and Final Paper:**

**Important Policies**

* Assignments, Quizzes, Class Activities, and the Final Paper will be used to evaluate your performance.
* All assignments (**40% of the final grade**) should be submitted on Blackboard using Assignment link.
* All assignments should be typed in Microsoft Word leaving 1 inch margin on all sides and using double line spacing.
* Type your name, affiliation, assignment title, and due date on the Cover Page and start the main text of the assignment on the second page as shown at <http://libraries.uta.edu/video/instruction/apaformatting/step1.htm>
* Assignments submitted after the deadline will be graded with a 5% penalty for each day. Assignments submitted late by more than one week from the deadline will not be accepted. For the **Final Paper**, this rule does not apply.
* All quizzes (**20% of the final grade**) will be based on the chapter readings (see the third column of **Tentative Course Schedule**) and will be due on Blackboard by 5:00 pm before each class meeting.
* Class Activities (**20% of the final grade**) are intended for application of knowledge gained from chapter readings in practical situations.
* The Final Paper (**20% of the final grade**) to be submitted on Blackboard and Tk20 will also follow the format as described in the fourth bullet point (above)

**Assignments**

1. **Assignment 1: Critical Review of Research Article 1. Due: By 11:59 pm on July 21, 2016.**

This assignment should be your reflection on journal article 1. Read this journal article and look for the problem statements, hypotheses or research questions or purpose of the study, review of related literature, and method section. Write a summary of your findings based on these topics.

1. **Assignment 2: Critical Review of Research Article 2. Due: By 11:59 pm on July 21, 2016.**

This assignment should be your reflection on journal article 2. Read this journal article and look for the problem statements, hypotheses or research questions or purpose of the study, review of related literature, and method section. Write a summary of your findings based on these topics.

1. **Assignment 3: List of References.** **Due: By 11:59 pm on July 28, 2016.**

This assignment consists of at least 15 research articles that are related with the research topic of your interest. The list of references should start on the second page with bold and centered heading of References. The sources listed in the References section should be written in APA format.

1. **Assignment 4: Research Topic and Research Questions.** **Due: By 11:59 pm on August 4, 2016.**

This assignment should be written after a series of class activities that help you narrow down your research topic to a practical project. This assignment should consist of a short (1-2 lines) research topic and 2-4 research questions.

**Quizzes**

Weekly Quizzes based on readings of chapters from Leedy and Ormrod (2016) will be available on Blackboard under the link of Quizzes. These quizzes must be taken by **5:00 pm before each class meeting** **(except Quiz 1, which—along with Quiz 2, is due by 5:00 pm on July 18)** so that topics from chapters can be discussed in each class. See **Tentative Course Schedule** for the chapter readings for each quiz. You will be able to take each quiz three times before the deadline with the highest grade recorded for computing the final grade. You cannot retake a missed quiz.

**Class Activities**

Because of the nature of this course, each class meeting will use an active discussion format so that topics of chapter readings can be covered. Students should come to class having already read the assigned topics from each chapter. Please read each chapter carefully, construct knowledge so that you can apply this knowledge in practical contexts. **Peer Review of Assignments** and other **Class Activities** as shown in the **Tentative Course Schedule** will be collected for 20% of the final grade. The APA question development and the APA final test will be used to evaluate readings from APA Manual. The lowest grade on this category can be dropped at the end of the course.

**Final Paper**

The final paper written in APA format will be required as final activity of this course. The content of the final paper will be made available on Blackboard and will be discussed in class. The final paper must be submitted on **Blackboard and Tk20 by 11:59 pm and 11:55 pm respectively on August 11**. Failure to submit final paper on Tk20 will result into a zero grade on corresponding Blackboard submission.

**Tentative Course Schedule:**

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| Date | Topics/Activities | Readings before Class Meeting |
| **July 13**1st Class Meeting | IntroductionSyllabusTextbook and APA ManualCritical Review of Journal ArticlesPaper Formatting in APA Style<http://libguides.uta.edu/apa>Class Activity to Introduce Research StepsClass Discussion of Chapter 1Five question development for APA manual (chapter 3) | Syllabus Chapter 1: The Nature and Tools of ResearchAPA Manual (Chapter 3: Writing Style)<http://libguides.uta.edu/apa>Avoiding Plagiarism in Scholarly Writing <http://library.uta.edu/how-to/acknowledging-sources-plagiarism> |
| **July 18****2nd Class Meeting** | Introduction to Educational ResearchIdentifying and Describing the Research ProblemStating the Hypotheses and Research QuestionsTypes of Research Method: Quantitative vs. QualitativeUnderstanding the Role of Literature ReviewClass Activity on Writing Problem StatementClass Discussion of Chapters 2 and 3 Peer Review of Assignment 1  | Chapter 2: The Problem: The Heart of the Research ProcessChapter 3: Review of the Related Literature  |
| **July 20****3rd Class Meeting** | Searching for research articles and narrowing down your research topic by Gretchen Trkay @ 5:00 PM (B20) Identifying Good Measurement InstrumentsTypes of Measurement ScalesReliability and ValidityClass Discussion of Chapter 4Class Activity on Reliability and ValidityPeer Review of Assignment 2 Five question development for APA manual (chapter 6) | Chapter 4: Planning Your Research ProjectAPA Manual (Chapter 6: Citing) |
| **July 25****4th Class Meeting** | Qualitative Research DesignsCollecting Data in Qualitative ResearchOrganizing and Analyzing Qualitative DataCriteria for Evaluating a Qualitative ResearchData Sources in Historical ResearchHandling Historical Data SystematicallyEvaluating and Interpreting Historical DataClass Discussion of Chapters 9 and 10Class Activity on Creating a List of ReferencesClass Activity on Qualitative Research | Chapter 9: Qualitative Research MethodologiesChapter 10: Historical Research |
| **July 27****5th Class Meeting** | Descriptive Research Designs: Correlational Research Developmental Designs Survey ResearchPlanning for Data Collection in a Descriptive Study Constructing and Administering a Questionnaire Maximizing Return Rate for a Questionnaire Using the Internet to Collect DataClass Discussion of Chapter 6 Class Activity on uta.qualtrics.comPeer Review of Assignment 3 Five question development for APA manual (chapter 7) | Chapter 6: Descriptive ResearchAPA Manual (Chapter 7: Reference Examples)<http://libguides.uta.edu/apa>Learn about R and Rcommander(<http://www.r-project.org/>) |
| **Aug 1****6th Class Meeting** | The Importance of ControlPre-Experimental DesignsTrue Experimental DesignsQuasi-Experimental DesignsEx Post Facto DesignsFactorial DesignsConducting Experiments on the InternetTesting Your Hypotheses and BeyondClass Discussion of Chapter 7Outline of Method sectionClass Activity on Research Questions | Chapter 7: Experimental, Quasi-Experimental, and Ex Post Facto Designs |
| **Aug 3****7th Class Meeting** | When to Use Mixed-Methods DesignsCommon Mixed-Methods DesignsPlanning a Mixed-Methods StudyAnalyzing and Interpreting Mixed-Methods DataInstalling and Using R for Analyzing Data Exploring andClass Discussion of Chapter 12 Outline of Method sectionClass Activity on R and R CommanderPeer Review of Assignment 4  | Chapter 12: Mixed-Methods Research  |
| **Aug 8****8th Class Meeting** | Organizing a Data SetChoosing Appropriate StatisticsFunctions of StatisticsConsidering the Nature of the DataNormal DistributionDescriptive Statistics Measures of Central Tendency Measures of Variability Measures of AssociationClass Discussion of Chapter 8 (up to page 234)Outline of Method sectionContents of Final PaperClass Activity on R and R Commander | Chapter 8: Analyzing Quantitative Data (Up to page 234) |
| **Aug 10****9th Class Meeting** | Inferential Statistics Estimating Population Parameters Sampling Distribution of the Mean Standard Error of the MeanTesting Hypotheses Making Errors in Hypotheses TestingAnother Look at Statistical Hypotheses vs. Research Hypotheses Examples of Statistical Techniques for Testing HypothesesClass Discussion of Chapter 8 (from page 234)Class Activity on R and R CommanderPeer Review of Final Paper (bring hard copy)Course EvaluationFinal Paper is due by 11:59 pm on Blackboard and 11:55 pm on Tk20 on 8/11. | Chapter 8: Analyzing Quantitative Data (From page 234) |

**Disclaimer:**

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| This syllabus may be changed or updated by the instructor for the purpose of better serving students. If the syllabus is changed, students will be notified via email and during the class meeting.  |

**University Mission:**

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| 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:**

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| The mission of the College of Education 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:**

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| 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:**

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| In this course, learning outcomes for students will be: To1. Become familiar with professional journals, organizations and other resources that support instruction and research.
2. Gain understanding in the use and interpretation of quantitative and qualitative research methods as appropriate to the research questions of the study.
3. Select and apply statistical procedures appropriate to the research questions, and interpret results of these analyses.
4. Gain facility with a computer software program (e.g., R and R Commander) used in educational research for statistical analysis.
5. Gain understanding of various qualitative research designs and purposes including case studies, personal interview, observation, and ethnography.
6. Critically analyze and evaluate research methods and procedures and the conclusions drawn from those methods as used in published research.
7. Write research questions from which to later develop and/or implement an independent classroom research project for the subsequent, related courses EDUC 5395 and EDUC 5397.
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**Attendance and Drop Policy:**

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| **Class Attendance**As instructor of this course, I will follow the policy of taking attendance. It is your responsibility to sign in the attendance sheet at each class meeting. Timely arrival to the class and staying in the class during the entire class period are required. Arriving substantially late or leaving early will count as half of an absence. When circumstances do occur, you must communicate with the instructor in advance (via UTA email) of any anticipated absence or late arrival to class due to health reasons. More than one absence will reduce your final grade by one letter grade. |
| **Drop Policy** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav ([www.uta.edu/mymav](http://www.uta.edu/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 students’ 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://www.uta.edu/fao>). |

**Other Policies:**

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| * + The **Assignments (including Final Paper) required in this course will follow a specific format (i.e., APA style)** 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 final paper, is to be word-processed. Every assignment must be typed using Microsoft Word.
	+ Class communication will utilize the course website at the Blackboard 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.
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**Grade Assignment:**

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| Weighted Total (WT) | Grade |
| $$90\leq WT\leq 100$$ | A |
| $$80\leq WT<90$$ | B |
| $$70\leq WT<80$$ | C |
| $$60\leq WT<70$$ | D |
| $$WT<60$$ | F |

**Email Communication:**

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| 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.**  |

**Title IX Policy:**

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| The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX). |

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

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| 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 Feedback Survey:**

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| At the end of this term, you will 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 you through MavMail approximately 10 days before the end of the term. Your 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> |

**Student Support Services:**

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| **The English Writing Center**, Room 411 Central Library, Summer II 2016 hours are: Mon/Wed from 10:00 AM to 3:00 PM and Tue/Thu from 9:00 AM to 2:00. Go to [www.uta.edu/owl](http://www.uta.edu/owl) for more information on how to schedule appointments. Writing Center consultants assist with most aspects of writing, from assignment comprehension, brainstorming, topic development, early revisions, to polishing a final draft. However, the Writing Center is not an editing service and consultants will not correct grammar or rewrite assignments for students. |

**Academic Integrity:**

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| 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).  |

**Emergency Exit Procedures:**

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| Should we experience an emergency event that requires us to vacate the building, you should exit the room and move toward the nearest exit. **There is one exit on either side of the corridor outside this classroom**. 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 individuals with disabilities. |

**Librarian to Contact:**

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| In order to correctly use APA style citations, try the Education Subject Guide, <http://libguides.uta.edu/education>. For further help, contact the Education Librarian: Gretchen Trkay (gtrkay@uta.edu). |

**Professional Dispositions Statement** (*Approved by Teacher Education Council, 2-7-2012*)

*The following statement on Professional Dispositions will appear in the Undergraduate and Graduate Catalogs and in all relevant documentation.*

**Each student/candidate in the College of Education and Health Professions of UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions.**

**Professional Dispositions Guidelines** *The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEHP. The standards referenced are those of the Texas Administrative Code.[[1]](#footnote-1) Students and candidates* *are responsible for identifying and following professional standards and policies for their particular state.*

1. **Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9**
* Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students).
	+ Demonstrates kindness, fairness, patience, dignity and respect in working with others.
	+ Accepts decisions made by institutional authority.
	+ Treats others in a just and equitable manner.

Maintains composure and self-control.

Responds positively to constructive criticism.

Follows appropriate channels of communication/authority.

Reacts professionally (calm and patient) when under stressful situations.

1. **Professional Practices: TAC Standards 1.1 through 3.9**

Complies with class and program requirements

* + Attends classes, trainings, and field experiences.
	+ Arrives on time and remains for the duration.
	+ Is prepared, engaged, and meets deadlines.
* Demonstrates academic integrity and honesty.
* Maintains appropriate confidentiality at all times.
* Demonstrates compliance with all laws and regulations.
* Demonstrates compliance with University policies and Texas Education Agency (TEA)/professional specialty program area standards[[2]](#footnote-2)
1. **Professional Appearance: TAC Standards 1.7, 1.10, 2.5**
* Displays personal appearance and/or hygiene appropriate for professional settings.
1. **Professional Language/Communication: TAC Standards 1.1, 1.7, 1.9, 1.10, 1.11. 2.1, 2.3 through 2.5, 2.7, 3.1 through 3.6, 3.8, 3.9**

Uses appropriate and professional language and conduct.

* Works effectively, collaboratively, and equitably with others.
* Receives feedback in a positive manner and makes necessary adjustments.
* Uses electronic and social media appropriately, e.g., texting, Facebook, Linked-In.
* Follows school and state regulations in electronic contacts made with PreK-12 students, parents, administrators, professors and others professionals.
* Uses UT Arlington email as official university form of electronic communication and information.
* Uses respectful electronic communication etiquette in course related materials and correspondence, such as in Blackboard and email.

**Emergency Phone Numbers**:

In case of an on-campus emergency, call the UT Arlington (UTA) Police Department (PD) at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. For non-emergency purposes, contact UTA PD at **817-272-3381**.

1. Texas Administrative Code, Ethics and Standard Practices for Texas Educators can be found at:[http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p\_dir=&p\_rloc=&p\_tloc=&p\_ploc=&pg=1&p\_tac=&ti=19&pt=7&ch=247&rl=2](http://info.sos.state.tx.us/pls/pub/readtac%24ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2) . [↑](#footnote-ref-1)
2. Specialty areas as in KINE must access and follow their discipline-specific professional and ethical standards. Non-Texas residents are responsible to follow the guidelines for ethical behavior published by their home state. [↑](#footnote-ref-2)