Instructor Information:

Instructor: Dr. Maria Adamuti-Trache  
Office: Trimble Hall #103F  
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Fax: 817-272-2127  
Mailbox: 19575

Office Hours: Please call or email before coming

Course Information:

Course Title: Educational Research and Evaluation  
Course Number: EDAD 5322  
Semester: Summer 2014  
Course Location and Time: UTA Blackboard

Requirements: Students must participate actively in all Blackboard activities and discussions.

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.

Course Prerequisites:

No prerequisites. Students must be formally admitted to the ELPS Master of Education program.
**Student Learning Outcomes:**

The course is an introduction to formal research and evaluation. The course is designed to provide students with an overview of the research paradigms used in education as well as opportunities to apply and evaluate specific research methods related to these paradigms. The knowledge and skills acquired from this course should support professional educators in their careers as they continue to be engaged in lifelong 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. At the end of the course, students will demonstrate an understanding of some of the following aspects of contemporary social science research methodologies:

1) Research processes  
2) Library and technology resources  
3) Research ethics  
4) Advantages and disadvantages of qualitative research  
5) Advantages and disadvantages of quantitative research  
6) Reading and evaluating research papers  
7) Designing a research project  
8) Writing research papers.

Since this is an introductory course, these topics will not be addressed in great detail, but the course will give you the basic tools to develop and enhance your research skills, and be able to engage in research and evaluation. The most important aspect of this course is to guide students through a Research Journey and give them the opportunity to think through the processes of research and evaluation. Therefore, to maximize the learning opportunity, students should choose wisely the subject of their topics to research and evaluate as to enhance the specific needs and interests of their own instructional and educational setting or their own professional goals.

Course learning objectives will provide the tool for conducting research on issues relevant to school and post-secondary education, and will help the students explore research areas of interests and make decisions on the appropriate methods of investigation. Teaching and learning will be approached within a K-16 (and beyond) perspective. The main goal of this course is to bring you one-step closer to becoming educational researchers.

**Textbook(s) and Materials:**

**Required Text**


The textbook will be used as a central material for class discussion. Other resources will be made available, and students will be expected to search for various references to complete their assignments.

**Other course materials**

**Tentative lecture/topic schedule:**  
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Weekly topic</th>
<th>Written Assignments</th>
<th>Book</th>
<th>Readings</th>
<th>Online discussion</th>
<th>Max points acq.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: June 2-8</td>
<td>Course introduction, review of syllabus and assignments; Use of Blackboard; Your journey - Inquiry as learning</td>
<td></td>
<td>Ch 1</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Week 2: June 9-15</td>
<td>Ways of knowing; Research vs. Evaluation</td>
<td></td>
<td>Ch 2</td>
<td>* additional readings</td>
<td>Preparation Assignment 1</td>
<td>3</td>
</tr>
<tr>
<td>Week 3: June 16-22</td>
<td>Conducting systematic research; Validity, credibility, trustworthiness; Inquiry as practice/action</td>
<td>Assignment 1</td>
<td>Ch 3</td>
<td>* additional readings</td>
<td></td>
<td>3+10</td>
</tr>
<tr>
<td>Week 4: June 23-29</td>
<td>Research and ethics</td>
<td></td>
<td>Ch 4</td>
<td>RL 1</td>
<td></td>
<td>3+10+2</td>
</tr>
<tr>
<td>Week 5: June 30- July 6</td>
<td>Identifying a problem; Building an argument; Exploring the literature; Conceptual framework</td>
<td></td>
<td>Ch 5</td>
<td>RL 2</td>
<td>Preparation Assignment 2</td>
<td>3+2</td>
</tr>
<tr>
<td>Week 6: July 7-13</td>
<td>Research design; Quantitative vs. qualitative; Research questions; Collecting the data; Analysis</td>
<td>Written proposal (due July 7)</td>
<td>Ch 6</td>
<td>RL 3</td>
<td>Preparation Assignment 2</td>
<td>3+2</td>
</tr>
<tr>
<td>Week 7: July 14-20</td>
<td></td>
<td></td>
<td>Ch 6</td>
<td>RL 4</td>
<td>Preparation Assignment 2</td>
<td>3+2</td>
</tr>
<tr>
<td>Week 8: July 21-27</td>
<td>Writing about research; Implications of research for policy and practice; Dissemination</td>
<td>Assignment 2</td>
<td>Ch 7</td>
<td>RL 5</td>
<td>Preparation Assignment 2</td>
<td>3+2</td>
</tr>
<tr>
<td>Week 9: July 28- August 3</td>
<td>Research vs. Evaluation; Other topics</td>
<td>Assignment 2 revised (Aug 3, graded)</td>
<td>Ch 8</td>
<td></td>
<td></td>
<td>3+40</td>
</tr>
<tr>
<td>Week 10: August 4-7</td>
<td>Final papers- group discussion Course evaluation</td>
<td>Assignment 2 posted on BB (Aug 4)</td>
<td></td>
<td></td>
<td>Discuss final papers</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL 3*10+2*5+10+10+40=100**
Grade Calculation:

<table>
<thead>
<tr>
<th>Activity</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly participation in class discussions</td>
<td>30%</td>
</tr>
<tr>
<td>Reading leaders -- Weeks 4-8</td>
<td>10% + 10%</td>
</tr>
<tr>
<td>Assignment 1: Educational biography (600w, June 20)</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 2: Final research paper (2000-2500w, July 25)</td>
<td>40%</td>
</tr>
<tr>
<td>Written proposal (1 page) July 7</td>
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</tbody>
</table>

Online activities will help students with the readings and literature search.

At the end of the semester you will be given an opportunity to evaluate course contents and the quality of instruction provided.

Major Assignments:

1. Weekly participation in class discussion – 30 points

This course will be run as a (small) professional community, and you are expected to participate in all online activities. All students will have access to Blackboard where course materials will be uploaded and discussions will be posted. There will be 10 weeks during which students are expected actively participate. Each week, the instructor will post 2 questions per week based on textbook or other course materials; students will post their responses to each question (about 100w). Each response will value 1-2 points and meaningful responses will receive full mark. Keep in mind that we want to have a good conversation about educational issues. The questions/responses will not test your knowledge, but your involvement with the debate and ability to make a good point. Very often, there will be no good or bad answer, so do not be shy in offering your informed opinion.

2. Readings Leader (RL) Assignment – 10 points (as leaders) and 10 points (as discussants)

As detailed in the schedule of classes, one group of 1-2 students will be responsible for leading discussion on a journal article during the week. The instructor will help you select a journal paper related to your research area of interest that should also represent good examples of how to conduct and report research. You will be responsible to briefly introduce the paper and raise 2 discussion points -- one about the content and one about the method. The idea of this assignment is to teach you how to lead a scholarly discussion and promote reflective discovery for the group. All students must be active (and supportive) of this activity, by posting on Blackboard and engaging in discussion. It is a matter of professional courtesy to engage in discussion when others lead the weekly readings. This assignment is based on reading and discussing several journal papers and will be in addition to the textbook.

3. Educational biography – 10 points

Students will write a 2-page (600w, typed, double-spaced) reflective essay titled: My Education Pathway. The essay should include:
- Short description of your education pathway pointing to important events, people, moments;
- A reflection on how has this education pathway shaped your interest in educational research;
- At least one area of research interest and 1-2 research questions that you would be interested to explore.

4. Final research paper – 40 points

Students will write a 8-page (2000-2500w, typed, double-spaced) research paper (including about 5-7 meaningful references) on an educational issue of interest to them. Topics must be discussed with the instructor and approved in advance, based on preliminary description of the proposed topic and a short
bibliography of key references that will be used in preparing the paper. The **written proposal** (1 page, including references) is DUE WEEK 6 (July 7-10) and will be emailed to the instructor.

The **final paper** should be organized in the format outlined below. The numbers in parentheses represent the maximum point value for each portion of the assignment. Each paper should be prepared as a Word document, and submitted by email.

- Background or context of the issue followed by the problem statement: 300w (5 points)
- Brief literature review relevant to the issue: 1000w (10 points)
- Research/evaluation plan to examine the issue: 600w (10 points)
- Conclusion, recommendations, implications for research, policy, practice: 300w (5 points)
- References must extend beyond those read for the class, but may include those materials as well (3 points)
- APA style (2 points)

The paper will be evaluated based on the coherence of the argument, the thoroughness of the research, and the clarity of the writing.

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**Email Communication:**

UTA e-mail will be considered the official means of communication between the university and students. 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.

**Attendance Policy:** Regular and prompt attendance is expected. As doctoral students, you understand the importance of participation in class discussion, including participation in Blackboard activities which continue the discussion of topics covered in class. When you miss taking part in these discussions, we lose out on hearing your ideas and you miss out on hearing ours.

**Course Late-Work Policy:** If you are unable to submit a paper the evening it is due, your paper will receive a 1-point deduction every day it is late (e.g., assignment 1 will receive maximum 9 points if received next day). Please contact the instructor to discuss any issue related to your assignment’s submission.

**Grading Policy:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

**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://wwweb.uta.edu/ses/fao](http://wwweb.uta.edu/ses/fao)).

**Americans with Disabilities Act:** The University of Texas at 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)**. 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 that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but 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" (UT System Regents’ Rule 50101, §2.2). Suspected violations of academic integrity standards 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.

**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 contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to resources@uta.edu, or visiting www.uta.edu/resources.

**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 will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

**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. 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.

**Librarian to Contact:** Our research librarian is

Andy Herzog, MLS
Reference/Instruction Librarian
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 UTA College of Education 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.

Core Values:

- Excellence
- Student-Centered Environments
- Research
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-Long Learning

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 epitomizes the understanding that it takes a village of partners to insure the future of education for all.