In this course, students gain an understanding of educational research and critically analyze resources of research, such as professional journals, Internet sites, technical reports, Education Resources Information Center (ERIC) 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 before EDUC 5395 and EDUC 5397. An additional requirement of this course is that students will write the first three chapters (Introduction, Literature Review, and Methodology) of their own classroom research project.

Course Prerequisites:

There are no prerequisites listed for this course. A statistics/research methods course is strongly recommended.
Textbook(s) and Materials:


- You need to have an active Tk20 account so that you can upload your final assignment (Assignment 5) on Tk20 in order to receive credit for this assignment on the Blackboard. Read “Dean’s Letter Announcing Tk20” on the website [http://www.uta.edu/coehp/academics/tk20/](http://www.uta.edu/coehp/academics/tk20/) for further details.

- Blackboard ([https://elearn.uta.edu](https://elearn.uta.edu)) and other websites listed under the “Internet Resources” link on the Blackboard page of this course.


Note: Textbook(s) and materials can be bought online (e.g., [www.amazon.com](http://www.amazon.com)) or from the UTA Bookstore.

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 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:

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.

The theme of the College of Education is “Partners for the Future,” which implies that it takes collaboration among many partners to ensure high-quality education for all.

Learning Outcomes and Course Objectives:

This course has two major objectives. First, the course is designed to provide you with an
introduction to educational research. This will include the purposes, procedures, and implications of educational research. **Second,** in this course you will begin preparing an action research proposal that you will complete and implement in subsequent courses. In this course, you will write the Introduction section, the Literature Review section, Research Questions, and the Method section of your own classroom research project.

Specific learning outcomes are:

- Be informed of current trends, research, and issues in education and their implications for curriculum and instruction, recognizing the role of research in the improvement of teaching and learning.
- Become familiar with professional journals, organizations and other resources that support instruction and research.
- Using research journals and other professional literature, outline a written review of the literature related to an individually selected topic of significance and interest in education.
- Design a research study that shows promise for improving education, and prepare the first three chapters of a scholarly research proposal for conducting a classroom action research project.

Become knowledgeable of the format and form of the master’s action research project in order that the proposed research project may be implemented in future coursework (EDUC 5395 and EDUC 5397) or in the professional career.

**Attendance and Drop Policy:**

**Attendance**
As this is an online course, there is no attendance policy as that used in on-campus courses. However, it is expected that all students will access the learning platform as required and complete assignments and respond to the Discussion Board questions by the given due dates.

**Drop Policy**
If you decide to drop from the course for any reason, you have to follow the procedures set by the University of Texas at Arlington. It is your responsibility to follow these procedures correctly and within the given deadlines.

**Other Important Policies:**

- **APA Style:** Students should strictly follow the style of the *Publication Manual of the American Psychological Association* (APA), (6th ed.) while writing their assignments.
- **Microsoft Word:** All work in this course, including the final assignment (to be uploaded to Tk20) must be typed using Microsoft Word. Assignments in other formats will not be accepted. It is your responsibility to make sure that your assignment file opens correctly.
- **Blackboard:** Class communication will utilize the course website at the Blackboard, which can be accessed by logging at [https://elearn.uta.edu](https://elearn.uta.edu)
- **Late Work:** Late work will be graded with a 10% penalty for each day after the due date. Note that assignments late by more than a week (without a valid reason) after the due date will not be graded.
- **Resubmissions:** In this course it is important that your assignments are of high quality so that you will be able to complete the classroom research project. Therefore, when your grade on an assignment falls below 70%, you will be allowed to resubmit your assignment under the
following conditions:

- **Note that this clause is not applicable to Assignment 5.**
- You have one week for the resubmission (e.g., if you are submitting the Week 2 Assignment, you have to submit it on or before the due date for Week 3 Assignment)
- You can resubmit an assignment only one time.
- Be sure to address all the comments/feedback written by the Instructor/AP coaches on your assignment before the resubmission. Assignments resubmitted without addressing these comments/feedback will not be graded the second time.
- The weighted average of the two grades will be computed as: 33% of the first grade + 67% of the second grade and will be recorded as the final grade on the resubmitted assignment.

**Grade Assignment Criteria:**

Final grade based on Weighted Total (WT) will be determined using the following scheme:

<table>
<thead>
<tr>
<th>WT (%)</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 ≤ WT ≤ 100</td>
<td>A</td>
</tr>
<tr>
<td>80 ≤ WT &lt; 90</td>
<td>B</td>
</tr>
<tr>
<td>70 ≤ WT &lt; 80</td>
<td>C</td>
</tr>
<tr>
<td>60 ≤ WT &lt; 70</td>
<td>D</td>
</tr>
<tr>
<td>WT &lt; 60</td>
<td>F</td>
</tr>
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</table>

**Assignments and Weightage:**

<table>
<thead>
<tr>
<th>Title of Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Introduction section</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 2: Literature Review section</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 3: Research Questions</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 4: Methodology section</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 5: Three Chapters of Research Project</td>
<td>30%</td>
</tr>
<tr>
<td>Participation on Discussion Board</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

**Email 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 to regularly check your UTA email.**

**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 course. 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 course 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 Support Services (The English Writing Center):**

The English Writing Center, Room 411 Central Library, Spring 2014 hours are Mon-Thu 9:00 AM to 7:30 PM, Fri 9:00 AM to 3:00 PM and Sat-Sun from Noon to 4:30 PM. Students can register first at [www.uta.edu/owl](http://www.uta.edu/owl). Choose the <Register> tab on the left and choose <Click Here> for first visit. Once the registration form is complete, students may schedule appointments online at [www.uta.edu/owl/appointments](http://www.uta.edu/owl/appointments) or [http://uta.mywconline.com](http://uta.mywconline.com). Face-to-Face appointments are for 45 minutes as are online appointments, when available. 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.

In addition, the Writing Center offers **Quick Hits**, which gives students the opportunity to ask a brief question over citations, spelling, word choice, punctuation, or other grammar or style concern. Quick Hits hours are 9:00 AM-Noon M/W/F and 4:30-7:30 PM T/Th. Students may also submit questions to [www.facebook.com/WritingCenteratUTArlington](http://www.facebook.com/WritingCenteratUTArlington) during these hours.

The Writing Center also offers a range of seminars and workshops. Please see The Writing Center website at [www.uta.edu/owl](http://www.uta.edu/owl) for a complete list of dates and times under the Graduate Workshops and Undergraduate Workshops tabs.

**Academic Integrity:**

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).

**Question & Answer (Q & A) Forum**

In the event that you don't understand something, I have created a Discussion Board forum entitled Question & Answer (Q & A) Forum, which can be used for asking your questions to your fellow
classmates. You can also email me or the AP Coach with questions. I have a request: Don't ask me a question that you haven't asked your fellow classmates online. This is not to create less work for me or the academic coach. The reason is that other students can often explain things in a better way than I can. Also, the best way to learn something is to explain it to someone else. AP Coach and I will be monitoring the Q & A Forum to make sure that you are not getting wrong information. This Q & A Forum is ungraded but your participation is highly encouraged.

As you progress through this course, let your AP Coach know if you have any unanswered questions or concerns. I’ll also be in contact with your AP Coach so that together we can ensure that you receive all the support you need to succeed in this course.

Deadline for Assignments

All assignments (except Participation on Discussion Board) are due by 11:59 PM on Sunday of the assigned week. Your responses to Discussion Board questions are due by 11:59 PM on Friday of the assigned week. Assignment 5 is due on Tk20 by 11:55 PM on Sunday of fifth week.

Descriptions of Assignments

Assignment 1: Introduction section (10% of the final grade)

For this assignment you will select a research topic and write a 1-3 page Introduction section for your research proposal. The Introduction section is not a literature review. Rather it introduces the topic, background information of the topic and explains why the topic is important. It may begin by pointing out a national or local problem that the research is designed to address. Follow the rubric before submitting your assignment.

Due: by 11:59 PM of Sunday of the first week.

Assignment 2: Literature Review section (20% of the final grade)

For this assignment you will develop an outline and write 7-12 page Literature Review section of your research project. This outline may include several major sections. For example, if the topic is inquiry to teach science to students with reading problems, the literature review may begin with an overview of the research findings on inquiry problems, then move to research findings on reading problems, then conclude with the findings of any previous studies that have tried using inquiry teaching methods with struggling readers. A literature review begins broadly, then moves to specifics, and finally leads directly to the research questions. A literature review is not an annotated bibliography. Rather it is a synthesis of the research findings of many studies. Your literature review will be completed in a subsequent course in this master’s degree program.

As you prepare to outline the Literature Review, do an online search for references that you may want to include at the end of literature review. Identify a minimum of 15 references. Save these to include in the References section of your research project. Consult APA style and recent reference sections of professional publications for style guidelines.

Due: by 11:59 PM of Sunday of the second week.

Assignment 3: Research Questions (10% of the final grade)

For this assignment, you will write 2-4 research questions for your research proposal. The research questions are the focus of the research project. The questions should derive from the literature review and then form the basis of the Method section of the research project. Research questions may be brief, but every word matters. A sample research question for a quantitative/experimental study is:

- What are the effects of using graphic organizers during pre-reading discussions on the science learning of struggling 5th-grade students?

A sample research question for a qualitative/descriptive study is:
• What backgrounds, attitudes, and behaviors are characteristic of 7th-grade students who struggle to learn mathematics?

**Due: by 11:59 PM of Sunday of the third week.**

**Assignment 4: Methodology section (20% of the final grade)**

For this assignment you will write a 4-6 page Methodology (or, Method) section of your research project. This section will include a description of the setting and participants, the research design, measures, activities, and data analysis techniques to be used. The Methodology section is the plan you will use to answer your research questions. Each of the measures you select must be directly connected to one of the research questions. Every part of the Methodology section must be detailed enough that someone else could read the section and follow your plan to effectively replicate the study.

**Due: by 11:59 PM of Sunday of the fourth week.**

**Assignment 5: Three Chapters of Research Project (30 % of the final grade)**

For this assignment you will compile the three chapters of your research project along with the additional sections as shown below:

- Title Page (or, Cover Page)
- Chapter 1: Introduction
- Chapter 2: Literature Review
- Chapter 3: Methodology (or, Method)
- References
- Appendix (if more than one, write Appendices)

Follow the guidelines given in “The Research Project: Contents and Format,” a pdf file from Module 1 and also from the Reading section of Module 5. Submit your assignment at the link provided in the Assignment folder.

**Due: by 11:59 PM of Sunday the fifth week.**

This assignment must also be uploaded to Tk20 by 11:55 PM on Sunday of the fifth week. Failure to upload this assignment on Tk20 will result into zero (0) grade in this assignment on Blackboard.

**Participation on Discussion Board (10%)**

Each week, several reading materials will be assigned for you to read. The purpose of these reading materials is to help you complete assignments. Reading related Discussion Questions will be asked each week for you to respond. Your response to the Discussion Questions will be **due by 11:59 PM on Friday** of each week.
<table>
<thead>
<tr>
<th>Module</th>
<th>Chapters/Topics/Handouts Covered</th>
<th>Reading &amp; Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 2</td>
<td>Experimental research - Purpose and process - Random sampling and assignment - Measures: reliability/validity - Statistical tests Writing a Literature Review - Academic writing The Research Paper by Dr. Jim Bindon</td>
<td>Chapter 10: Experimental Research Chapter 3: Reviewing the Literature Sample experimental study Assignment 2: Literature Review section</td>
</tr>
<tr>
<td>Module 4</td>
<td>Qualitative research data collection - observation, field notes - interviews - examining documents Ethnographic Research</td>
<td>Chapter 14: Qualitative Data Collection Chapter 16: Ethnographic Research</td>
</tr>
</tbody>
</table>
| Writing Method section | - purpose and process  
- participant observer  
- triangulation |
|------------------------|---------------------------------------------------------------|
| Assignment 4: Methodology section | - Sample qualitative study  
Action Research: Enhancing Classroom Practice and Fulfilling Educational Responsibilities by Young, Rapp, and Murphy. |

| Module 5   | Action Research  
- characteristics and types of action research  
- action research process and techniques |
|------------|---------------------------------------------------------------|
| Assignment 5: Three Chapters of Research Project | Chapter 20: Action Research  
Sample action research report  
Presentation: The Research Project: Contents and Format by Dr. Ann Cavallo. |