EDUC 5397: Implementing/Disseminating Classroom Research

Instructor Information:

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Course Web Site: https://elearn.uta.edu/

Course Information:

Course Title: Implementing/Disseminating Classroom Research
Course Number: EDUC 5397
Semester: Spring, 2015
Course Location and Time: Thursday, 5:30-8:20 PM in Trimble Hall Room 110

Catalog 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 master’s degree in education.

Prerequisites: EDUC 5394 and EDUC 5395. This course is to be taken in the final semester of the M.Ed. and in the semester immediately following EDUC 5395.

Course Prerequisites:

EDUC 5394: Understanding Classroom Research and EDUC 5395: Designing Classroom Research

Textbook(s) and Materials:


• You need to have an active Tk20 account so that you can upload your final assignment (Assignment 6) 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.

**Learning Outcomes:**

This course is designed to provide you with guidance in completing and presenting the final capstone research for the Master’s degree in education. This objective will be fulfilled by means of

1. Collecting and analyzing data in order to address the research questions (or hypotheses) that you developed and wrote in EDUC 5395
2. Writing the Results and Conclusion/Discussion sections of the research proposal you developed in EDUC 5395
3. Presenting the completed research project in the format used in professional conferences.

**Expectation for Out-of-Class Study:**

Students are expected to read all the reading assignments as given in the Tentative Course Schedule, below. Also, students are expected to participate in class discussion, and peer review of assignments.

**Attendance and Drop Policy:**

**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. You are allowed one absence for health or religion related reasons. 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) 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 (www.uta.edu/fao).

**Other Important Policies:**

- **APA Style:** All assignments in this course should strictly follow the style of the *Publication Manual of the American Psychological Association* (APA)—6th ed., known as APA Style.
- **Microsoft Word:** All assignments (except Assignment 5) in this course must be typed using Microsoft Word. Assignments in other formats will not be accepted.
- **Blackboard:** Class communication will utilize the course website at the Blackboard, which can be accessed by logging at https://elearn.uta.edu
- **Late Work**: Late assignments can be graded with a 5% penalty for each day after the due date. Assignments submitted late by more than 1 week from 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 capstone research project. Therefore, when your grade on an assignment falls below 70%, you will be allowed to resubmit your assignment under the following conditions:
  - **Resubmission of the final assignment is not possible.**
  - **Resubmission of the late assignment is not possible.**
  - You have one week for the resubmission. For example, if you are resubmitting the Week 3 Assignment, you have to submit it by 11:59 PM on Friday of Week 4.
  - You can resubmit an assignment only once.
  - Assignments resubmitted without addressing instructor comments/feedback will not be graded the second time.
  - The weighted average will be computed as: 33% of the first grade + 67% of the second grade and will be recorded as the final grade of the resubmitted assignment.

### Grade Assignment:

<table>
<thead>
<tr>
<th>Weighted Total (WT)</th>
<th>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>
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</tbody>
</table>

#### Assignment Submission

All assignments must be submitted on Blackboard by 11:59 PM, Friday of the assigned week except when it is announced otherwise. Assignments sent by emails will not be accepted. Assignment 6 must also be submitted on Tk20 by 11:55 PM on May 8.

#### Assignments:

**Assignment 1: This assignment has two parts as shown below:** (10%)

- **Part I**: Post your Research Problem Statement, Research Questions, and a brief outline of the Method section (including Data Analysis Procedure) in the Discussion board of the Blackboard. **Due: January 23, 2015.**
- **Part II**: Post your written feedback to one of your colleagues’ (selected on the first day of class) initial posting of January 23. This feedback must be critical review such that you highlight weak points and provide suggestions to improve his/her research. **Due: January 30, 2015.**

**Assignment 2: Results section.** (20%)

For this assignment you will present the results of your study by writing the Results section. The Results section is a detailed description of the results/findings of data analysis and an explanation of how these results/findings relate to the statement of purpose. The purpose of the Results section is to inform what was observed and how measurements were made. The function of the Results section is to objectively present your key results, *without* interpretation, in an orderly and logical sequence using both illustrative materials (Tables and Figures) and text. Summaries of the statistical analyses may appear either in the text (usually parenthetically) or in the relevant Tables or Figures. The Results section should be organized around a series of Tables and/or Figures sequenced to present your key findings in a logical order. The text of the Results section follows this sequence and highlights the answers to the research questions you investigated.
Important negative results should also be reported. For more detailed instructions about how to write Results section, see the assignment page on the Blackboard. This assignment must be 4-8 pages long (inclusive of Tables and Figures). Due: March 27, 2015.

**Assignment 3: Discussion section.**
For this assignment, you will write discussion section of your research project. Specifically, you have to discuss your results or findings by following guidelines from the reading materials in the assignment page of the Blackboard. This assignment must be 3-6 pages long. Due: April 10, 2015.

**Assignment 4: Abstract.**
For this assignment you will prepare an Abstract of your research project. Note that the word count for Abstract must be between 150 and 200. Write a short description (1-2 lines) of each of the five chapters. Look at the Abstract sections of selected research articles you have cited in the Literature Review section. Due: April 17, 2015.

**Assignment 5: Poster Presentation.**
This assignment has two parts:

**Part I: Prepare and Submit a Poster of the Research Project.** Due: April 24, 2015.
Details of the components/pages to be included in the poster presentation will be provided in class and posted on the Blackboard. Sample poster presentations will also be posted on the Blackboard. University faculty, administrators and staff will attend, and students may invite other guests to the event. The completed research project and presentation is the final activity in this course.

**Part II: Poster Presentation of Research Project:** May 7, 2015, 5:00 – 7:30 PM, (MAC 2, Room 133).

**Assignment 6: Final Capstone Research Paper.**
This assignment consists of five chapters and several other components. See the last row of the Tentative Course Schedule table. Due: May 8, 2015.

Note: Assignment 6 must be submitted on Blackboard and Tk20 (by 11:55 PM). Failure to submit this assignment on Tk20 will result into a zero grade on the corresponding Blackboard assignment.

**Class Participation.**
Participation includes peer review of assignments, contribution to class discussions, attendance, timely completion of assignments, and other affective variables related to course work. I will monitor your participation throughout the course.

**Tentative Course Schedule:**

**NOTE:** Class will meet only on the dates listed below. All other class meetings will be individual meetings scheduled with me and/or electronic discussion/communication.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Activity</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 22</td>
<td>Introduction</td>
<td>Reading of Selected Action Research Projects</td>
</tr>
<tr>
<td>1st Class Meeting</td>
<td>Syllabus</td>
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<td></td>
<td>Components of the Classroom Research Project</td>
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<td></td>
<td>Resources to Support Research Project</td>
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<td></td>
<td>Avoiding Plagiarism</td>
<td>(<a href="http://library.uta.edu/plagiarism/index.php">http://library.uta.edu/plagiarism/index.php</a>)</td>
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<tr>
<td>Date</td>
<td>Class Meeting</td>
<td>Event</td>
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<tr>
<td>January 29</td>
<td>2nd Class Meeting</td>
<td>Components of Classroom Research Project: Results section and Discussion section. Review/Discussion of Classroom Research Projects</td>
</tr>
<tr>
<td>March 19</td>
<td>Quantitative and Mixed-Methods Researchers (TH 111)</td>
<td>Data Entry and Data Analysis using R and Rcmdr. Making Tables and Figures for the Results section of your Research Project. Bring your data and laptops. (Optional for Qualitative Researchers.)</td>
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<tr>
<td>March 26</td>
<td>3rd Class Meeting</td>
<td>Guidelines for writing Results section in APA format. Activity on writing Results section. Bring hard copy of Assignment 2: Results section for peer review.</td>
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</tbody>
</table>
| April 30   | 5th Class Meeting | Preparing the Final Capstone Research Paper  
  - Title Page  
  - Abstract  
  - Acknowledgement (optional)  
  - Table of Contents  
  - Table of Tables and Figures  
  - Chapter 1: Introduction  
  - Chapter 2: Literature Review  
  - Chapter 3: Method  
  - Chapter 4: Results  
  - Chapter 5: Discussion  
  - References  
  - Appendix (plural: Appendices)  
  - Biography (optional)  
  Course Summary  
  Course Evaluation |                                            |

Note: Detailed information on Reading Assignments will be posted on the Blackboard
Disclaimer:

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.

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. For electronic communication, I use your MavMail account. You are responsible for checking the inbox regularly. I do not respond to emails sent from accounts other than MavMail. To activate your MavMail account go to http://www.uta.edu/oit/cs/email/mavmail.php

Student Feedback Survey:

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

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. There are two exits, one each on the east and west 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:

If you are not sure where to find articles and want to further enhance your ability to correctly use APA style citations, then try the Education Subject Guide, http://libguides.uta.edu/education. For further help, contact the Education Librarian: Gretchen Trkay (gtrkay@uta.edu) or Andy Herzog (amherzog@uta.edu).

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 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.

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.
**Title IX Policy**

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).

**Student Support Services:**

**The English Writing Center**, Room 411 Central Library, Spring 2015 hours are: Mon-Thu from 9:00 AM to 8:15 PM, Fri from 9:00 AM to 3:00 PM and Sat-Sun from Noon to 5:15 PM. Go to [www.uta.edu/owl](http://www.uta.edu/owl) and click on Appointments tab and on the resulting window, choose <Click Here> for the first visit. Once the registration form is complete, you may schedule appointments online at [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: Mon & Wed from Noon to 3:45 PM and Tue & Thu from 4:30 to 8:15 PM. Students may also submit questions to [www.facebook.com/WritingCenteratUTArlington](http://www.facebook.com/WritingCenteratUTArlington) during these hours.

**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).

**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. ‘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.

**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 Students and candidates are responsible for identifying and following professional standards and policies for their particular state.

A. **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.

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B. 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.

C. Professional Appearance: TAC Standards 1.7, 1.10, 2.5

- Displays personal appearance and/or hygiene appropriate for professional settings.

D. 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.

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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.