Instructor and Course Information:

Instructor: Dr. Mohan D. Pant
Office: Room 320B, Science Hall
E-Mail: mpant@uta.edu

Phone: (817) 272-9620
Fax: (817) 272-2618
Mailbox: Science Hall: 320B

Office Hours: Monday 4:00-5:00 PM (by appointment)
Instructor Web Site: https://www.uta.edu/profiles/dr-mohan-pant
Course Web Site: https://elearn.uta.edu/
Class Meeting Time and Location: Monday, 5:30-8:20 PM in Science Hall Room 205

Catalog Description

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.

Course Prerequisites:

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

Textbook(s) and Materials:

- You need to have 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.
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 Assignments 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.
- 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 on May 11 will also follow the format as described on the fourth bullet point (above)

Assignments

   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.

   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.

   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.

   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 (2013) will be available on Blackboard under the link of Quizzes. These quizzes must be taken by 5:00 pm on Monday (before class) so that topics from chapters can be discussed in class. Exception: The deadline for the first quiz is also 5:00 pm on second Monday (Feb. 2). See Tentative Course Schedule for the topics covered in the quizzes. 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. Kahoot (https://create.kahoot.it/#login) quizzes 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 contents of the final paper will be made available on Blackboard at a later date 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 May 11. Failure to submit final paper on Tk20 will result into a zero grade on corresponding Blackboard submission.

Tentative Course Schedule:
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Activities</th>
<th>Readings</th>
</tr>
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</table>
| **January 26**  
1st Class Meeting | Introduction.  
Syllabus.  
Introduction to Research Methods  
Introduction to APA Manual  
Critical Review of Journal Articles  
Avoiding Plagiarism in Scholarly Writing ([http://library.uta.edu/plagiarism/index.php](http://library.uta.edu/plagiarism/index.php))  
Paper Formatting in APA Style ([http://libraries.uta.edu/video/instruction/apaformatting/step1.htm](http://libraries.uta.edu/video/instruction/apaformatting/step1.htm))  
Activity to Introduce Research Steps | Syllabus  
Chapter 1: The Nature and Tools of Research  
Chapter 3: Writing Clearly and Concisely (APA Manual) |
| **February 2**  
2nd Class Meeting | Introduction to Educational Research  
Selecting and Defining a Research Topic  
Stating the Hypotheses and Research Questions (Video: Quantitative vs. Qualitative Research)  
Activity on Writing Problem Statement | Chapter 2: The Problem: The Heart of the Research Process |
| **February 9**  
3rd Class Meeting | Searching for research articles and narrowing down your research topic by Gretchen Trkay @ 5:30 PM in Libraries’ B20 Classroom  
Activity on Crediting Sources  
Using Excel to Keep Track of Literature Resources (pp. 334-336) | Chapter 3: Review of the Related Literature  
Chapter 6: Crediting Sources (APA Manual) |
| **February 16**  
4th Class Meeting | Identifying Good Measurement Instruments  
Types of Measurement Scales  
Reliability and Validity  
Activity on Reliability and Validity  
**Peer Review of Assignment 1 (bring hard copy)** | Chapter 4: Planning Your Research Project |
| **February 23**  
5th Class Meeting | Qualitative Research Designs  
Collecting Data in Qualitative Research  
Organizing and Analyzing Qualitative Data  
Criteria for Evaluating a Qualitative Research  
Activity on Creating a List of References  
Activity on Qualitative Research | Chapter 6: Qualitative Research Methodologies  
Chapter 7: Reference Examples (APA Manual) |
| **March 2**  
6th Class Meeting | Data Sources in Historical Research  
Handling Historical Data Systematically  
Evaluating and Interpreting Historical Data  
**Peer Review of Assignment 2 (bring hard copy)** | Chapter 7: Historical Research |
| **March 9**  
No Class – Spring Break | | |
| **March 16**  
7th Class Meeting | Descriptive Research Designs:  
Observation Studies  
Correlational Research  
Developmental Designs  
Survey Research  
Planning for Data Collection in a Descriptive Study  
Constructing and Administering a Questionnaire  
Maximizing Return Rate for a Questionnaire  
Using the Internet to Collect Data  
**Activity on uta.qualtrics.com and SurveyMonkey.com**  
**Peer Review of Assignment 3 (bring hard copy)** | Chapter 8: Quantitative Research Methodologies (up to page 205) |
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<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
<th>Chapter/Resource</th>
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<tbody>
<tr>
<td>March 23</td>
<td>8th</td>
<td>Choosing a Sampling Design</td>
<td>Chapter 8: Quantitative Research Methodologies (from page 206)</td>
</tr>
<tr>
<td>March 30</td>
<td>9th</td>
<td>The Importance of Control</td>
<td>Chapter 9: Experimental, Quasi-Experimental, and Ex Post Facto Designs (up to page 236)</td>
</tr>
<tr>
<td>April 6</td>
<td>10th</td>
<td>Quasi-Experimental Designs</td>
<td>Chapter 9: Experimental, Quasi-Experimental, and Ex Post Facto Designs (from page 237)</td>
</tr>
<tr>
<td>April 13</td>
<td>11th</td>
<td>When to Use Mixed-Methods Designs</td>
<td>Chapter 10: Mixed-Methods Research Learn about (<a href="http://www.r-project.org/">http://www.r-project.org/</a>)</td>
</tr>
<tr>
<td>April 20</td>
<td>12th</td>
<td>Exploring and Organizing a Data Set</td>
<td>Chapter 11: Strategies for Analyzing Quantitative Data (Up to page 293)</td>
</tr>
<tr>
<td>April 27</td>
<td>13th</td>
<td>Inferential Statistics</td>
<td>Chapter 11: Strategies for Analyzing Quantitative Data (From page 294)</td>
</tr>
<tr>
<td>May 4</td>
<td>14th</td>
<td>Using Excel to Record and Recode Data</td>
<td>Appendix A</td>
</tr>
<tr>
<td>May 11</td>
<td></td>
<td>No Class (Final Exams week)</td>
<td>Appendix B (No quizzes)</td>
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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.

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.

Learning Outcomes:

In this course, learning outcomes will be for students to:
1. 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.

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](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](http://www.uta.edu/fao)).

**Other Policies:**

- The **Research Project 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 research project is to be word-processed.
- 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.

**Grade Assignment:**

<table>
<thead>
<tr>
<th>Weighted Total (WT)</th>
<th>Grade</th>
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<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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**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.**

**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).
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.

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

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 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. 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 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).
Emergency Exit Procedures:

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 the east 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).

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. 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).
  o Demonstrates kindness, fairness, patience, dignity and respect in working with others.
  o Accepts decisions made by institutional authority.
  o Treats others in a just and equitable manner.
• Maintains composure and self-control.
  o Responds positively to constructive criticism.
  o Follows appropriate channels of communication/authority.
  o Reacts professionally (calm and patient) when under stressful situations.

B. Professional Practices: TAC Standards 1.1 through 3.9

• Complies with class and program requirements
  o Attends classes, trainings, and field experiences.
  o Arrives on time and remains for the duration.
  o 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.

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.

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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.