Instructor Information:

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Course Information:

Course Title: Educational Research and Evaluation
Course Number: EDAD 5322
Semester: Fall 2015
Course Location and Time: UTA Blackboard

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

Description of Course Content

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.

**Required Textbook(s) and Other Course 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**


You may also use this resource to learn about APA style: https://owl.english.purdue.edu/
**Tentative lecture/topic schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Written Assignments &amp; Other activities</th>
<th>Readings</th>
<th>Online discussion (more details provided each week)</th>
<th>Max points acq.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1:</strong> Aug 27 - Sept 5</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>Reading Leaders list (2 students/module) will be discussed and posted on BB</td>
<td>3</td>
</tr>
<tr>
<td><strong>Module 2:</strong> Sept 6-15</td>
<td>Ways of knowing</td>
<td>Ch 2</td>
<td></td>
<td>ALL (*)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Module 3:</strong> Sept 16-25</td>
<td>Conducting systematic research; Validity, credibility, trustworthiness; Inquiry as practice/action</td>
<td>Assignment 1 (Sept 20, graded)</td>
<td>Ch 3</td>
<td>additional readings for all</td>
<td>3</td>
</tr>
<tr>
<td><strong>Module 4:</strong> Sept 26 - Oct 5</td>
<td>Research and ethics</td>
<td>Ch 4</td>
<td>RL 1 (article)</td>
<td>ALL (<em>) RL (</em> assigned)</td>
<td>3 +10</td>
</tr>
<tr>
<td><strong>Module 5:</strong> Oct 6-15</td>
<td>Identifying a problem; Building an argument; Exploring the literature; Conceptual framework</td>
<td>Provide journal articles for Assignment 2</td>
<td>Ch 5</td>
<td>RL 2 (article) ALL (<em>) RL (</em> assigned) Preassignment Assignment 2</td>
<td>3 +2</td>
</tr>
<tr>
<td><strong>Module 6:</strong> Oct 16-25</td>
<td>Research design; Quantitative vs. qualitative; Research questions; Collecting the data; Analysis</td>
<td>Assignment 2 (November 5, graded)</td>
<td>Ch 6</td>
<td>RL 3 (article) ALL (<em>) RL (</em> assigned) Preassignment Assignment 2</td>
<td>3 +2</td>
</tr>
<tr>
<td><strong>Module 7:</strong> Oct 26 - Nov 5</td>
<td>Writing about research; Implications of research for policy and practice; Dissemination</td>
<td>Reflect on topic for Assignment 3</td>
<td>Ch 6</td>
<td>RL 4 (article) ALL (<em>) RL (</em> assigned) Preassignment Assignment 3</td>
<td>3 +15</td>
</tr>
<tr>
<td><strong>Module 8:</strong> Nov 6-15</td>
<td>Writing the final papers</td>
<td></td>
<td>Ch 7 Ch 8</td>
<td>RL 5 (article) ALL (<em>) RL (</em> assigned) Preassignment Assignment 3</td>
<td>3 +2</td>
</tr>
<tr>
<td><strong>Module 9:</strong> Nov 16-25</td>
<td>Research vs. Evaluation; Other topics</td>
<td>Assignment 3 (Dec 3, graded)</td>
<td></td>
<td>additional readings for all</td>
<td>3</td>
</tr>
<tr>
<td><strong>Module 10:</strong> Nov 26 - Dec 9</td>
<td>Writing the final papers</td>
<td></td>
<td></td>
<td>Issues related to writing a research paper -- group discussion</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional readings, 5 journal articles for RL discussions and 2 journal articles to be selected for Assignment 2, will be uploaded by the instructor during the term (Course Materials folder). You will be responsible to find your own references for Assignment 3 (will discuss topic and references with instructor). TOTAL 3*10+2*5+10+10+15+25=100
Grade Calculation:

<table>
<thead>
<tr>
<th>Activity</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly participation in class discussions (Aug 27-Dec 9)</td>
<td>30%</td>
</tr>
<tr>
<td>Reading leaders (journal articles) -- Modules 4-8</td>
<td>10% + 10%</td>
</tr>
<tr>
<td>Assignment 1: Educational biography (600w, Sept 20)</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 2: Research article critique (1200w, Nov 5)</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 3: Final research paper (2000-2500w, Dec 3)</td>
<td>25%</td>
</tr>
</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.

Description of Major Assignments:

1. Online 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 modules (periods) during which students are expected actively participate. During each module, the instructor will post one question based on textbook or other course materials; students will post their responses to the question (max 100w). Each response will value 3 points and meaningful responses will receive full mark. Keep in mind that we want to have a good conversation about educational issues, and will use the textbook as a guide. 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. You can of course comment on responses posted.

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

As detailed in the schedule of classes, one group of 2 students will be responsible for leading discussion on a journal article during the specified period. 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. The discussion is also helpful in preparing you for Assignment 2. 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 readings. This assignment is based on reading and discussing several journal papers and will be in addition to the textbook.

3. Assignment 1: 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 an education-related career;
- One area of research interest and 1-2 research questions that you would be interested to explore as ‘researcher’ (can be also used in Assignment 3).

4. Assignment 2: Research article critique – 15 points

Students will write a 4-page (1200w, typed, double-spaced) critical analysis of a journal article provided by the instructor (instructor will provide 2 articles to choose from). The critique should include:
5. Assignment 3: Final research paper – 25 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 (send a one page note email).

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)
- Proposed 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.

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.

Attendance Policy: As graduate students, you understand the importance of participation in class discussion through Blackboard activities. Regular and prompt participation is expected. When you miss taking part in these discussions, we miss out your ideas and you miss out 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:
A = 90-100
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://wweb.uta.edu/aaotfao/).

Disability Accommodations: UT 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), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities (OSD) www.uta.edu/disability or calling 817-272-3364. Counseling and Psychological Services, (CAPS) www.uta.edu/caps/ or calling 817-272-3671.

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.

Title IX: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos. For information regarding Title IX, visit www.uta.edu/titleIX.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington 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.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) 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 Feedback Survey: At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall 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 each student through MavMail approximately 10 days before the end of the term. Each student’s 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](http://www.uta.edu/sfs).

**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.

**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 visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [http://www.uta.edu/universitycollege/resources/index.php](http://www.uta.edu/universitycollege/resources/index.php).

**The English Writing Center (411LIBR):** Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In Quick Hits sessions during all open hours Mon-Thurs. Register and make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com). Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information.

**Librarian to Contact:** Our research librarian is Gretchen Trkay ([http://library.uta.edu/staff/gretchen-trkay](http://library.uta.edu/staff/gretchen-trkay))

Reference/Instruction Librarian
Central Library, Rm. 516, University of Texas at Arlington

gtrkay@uta.edu  817-272-7434

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381

**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.

In 2011, the Library migrated its website to the University’s content management system. As a result the Library’s website address changed from http://library.uta.edu to http://www.uta.edu/library. Although the library staff instituted a series of automatic redirects, many syllabuses and online courses have deep links into the Library's website that will no longer work.

Unfortunately a simple “find & replace” function won't solve the problem of updating these links. Instructors will need to manually locate the places in each syllabus and course webpage where they link to the Library and update the URLs (as they appear on the new site). If you need help doing this, both Center for Distance Education staff and the Subject Librarian for your area can help you.

This is a page where we have gathered many commonly used resources needed by students in online courses: http://www.uta.edu/library/services/distance.php

The following is a list of commonly used library resources:

Library Home Page.......................... http://www.uta.edu/library
Subject Guides ................................ http://libguides.uta.edu
Subject Librarians.............................. http://www-test.uta.edu/library/help/subject-librarians.php
Database List.................................. http://www-test.uta.edu/library/databases/index.php
Course Reserves............................. http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog............................. http://discover.uta.edu/
E-Journals .................................... http://utalink.uta.edu:9003/UTAlink/az
Library Tutorials ............................ http://www.uta.edu/library/help/tutorials.php
Connecting from Off-Campus............. http://libguides.uta.edu/offcampus
Ask A Librarian .............................. http://ask.uta.edu

Finally, the subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit http://libguides.uta.edu/os and http://libguides.uta.edu/policyissues. If you have any questions, please feel free to contact the Coordinator for Information Services, Suzanne Beckett, at sbeckett@uta.edu or at 817.272.0923.