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  
**Office Hours:** Monday 4:00-5:00 PM (by appointment)  
**Office:** Room 320B, Science Hall  

**Instructor Web Site:** https://www.uta.edu/profiles/dr-mohan-pant  
**Course Web Site:** https://elearn.uta.edu/

**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:**

- An active Tk20 account so that you can upload Final Paper on Tk20 in order to receive credit for this assignment on the Blackboard. For more information on Tk20, go to [http://www.uta.edu/coed/academics/tk20/index.php](http://www.uta.edu/coed/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](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 by 5:00 pm before each class meeting.
• 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 9 will also follow the format as described on the fourth bullet point (above)

Assignments

1. **Assignment 1: Critical Review of Research Article 1. Due: By 11:59 pm on February 16, 2016.**
   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.

2. **Assignment 2: Critical Review of Research Article 2. Due: By 11:59 pm on March 1, 2016.**
   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.

3. **Assignment 3: List of References. Due: By 11:59 pm on March 22, 2016.**
   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.

4. **Assignment 4: Research Topic and Research Questions. Due: By 11:59 pm on April 19, 2016.**
   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 (2016) 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. 1).** 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 9. 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>
</thead>
<tbody>
<tr>
<td><strong>February 1</strong>&lt;br&gt;2nd Class Meeting</td>
<td>Introduction to Educational Research&lt;br&gt;Selecting and Defining a Research Topic&lt;br&gt;Stating the Hypotheses and Research Questions [Video: Quantitative vs. Qualitative Research]&lt;br&gt;Activity on Writing Problem Statement</td>
<td>Chapter 2: The Problem: The Heart of the Research Process</td>
</tr>
<tr>
<td><strong>February 8</strong>&lt;br&gt;3rd Class Meeting</td>
<td>“Developing a Literature Review” by Andy Herzog @ 5:30 PM in Room 315A in the main library. Bring your ID card.&lt;br&gt;Activity on Excel to Keep Track of Literature Resources&lt;br&gt;Activity on Crediting Sources</td>
<td>Chapter 3: Review of the Related Literature&lt;br&gt;Appendix A (pp. 354-355)&lt;br&gt;APA Manual Chapter 6: Crediting Sources</td>
</tr>
<tr>
<td><strong>February 15</strong>&lt;br&gt;4th Class Meeting</td>
<td>Identifying Good Measurement Instruments&lt;br&gt;Types of Measurement Scales&lt;br&gt;Reliability and Validity&lt;br&gt;Activity on Reliability and Validity&lt;br&gt;Peer Review of Assignment 1 (bring hard copy)</td>
<td>Chapter 4: Planning Your Research Project</td>
</tr>
<tr>
<td><strong>February 22</strong>&lt;br&gt;5th Class Meeting</td>
<td>Qualitative Research Designs&lt;br&gt;Collecting Data in Qualitative Research&lt;br&gt;Organizing and Analyzing Qualitative Data&lt;br&gt;Criteria for Evaluating a Qualitative Research&lt;br&gt;Activity on Creating a List of References&lt;br&gt;Activity on Qualitative Research</td>
<td>Chapter 9: Qualitative Research Methodologies&lt;br&gt;Chapter 11: Analyzing Qualitative Data</td>
</tr>
<tr>
<td><strong>February 29</strong>&lt;br&gt;6th Class Meeting</td>
<td>Data Sources in Historical Research&lt;br&gt;Handling Historical Data Systematically&lt;br&gt;Evaluating and Interpreting Historical Data&lt;br&gt;Peer Review of Assignment 2 (bring hard copy)</td>
<td>Chapter 10: Historical Research&lt;br&gt;Chapter 7: Reference Examples (APA Manual)</td>
</tr>
<tr>
<td><strong>March 7</strong>&lt;br&gt;7th Class Meeting</td>
<td>Descriptive Research Designs:&lt;br&gt;Observation Studies&lt;br&gt;Correlational Research&lt;br&gt;Developmental Designs&lt;br&gt;Survey Research&lt;br&gt;Planning for Data Collection in a Descriptive Study&lt;br&gt;Constructing and Administering a Questionnaire&lt;br&gt;Maximizing Return Rate for a Questionnaire&lt;br&gt;Using the Internet to Collect Data&lt;br&gt;Activity on [uta.qualtrics.com and SurveyMonkey.com](<a href="http://uta.qualtrics.com">http://uta.qualtrics.com</a> and SurveyMonkey.com)</td>
<td>Chapter 6: Descriptive Research (up to page 159)</td>
</tr>
<tr>
<td><strong>March 14</strong></td>
<td>No Class – Spring Break</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Class Meeting</td>
<td>Topics</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>March 21</td>
<td>8th Class</td>
<td>Choosing a Sampling Design, Probability Sample, Nonprobability Sample, Identifying a Sufficient Sample Size, Bias in Research Sampling, Activity on Research Questions</td>
</tr>
<tr>
<td>March 28</td>
<td>9th Class</td>
<td>The Importance of Control, Pre-Experimental Designs, True Experimental Designs</td>
</tr>
<tr>
<td>April 4</td>
<td>10th Class</td>
<td>Quasi-Experimental Designs, Ex Post Facto Designs, Factorial Designs, Conducting Experiments on the Internet, Testing Your Hypotheses and Beyond</td>
</tr>
<tr>
<td>April 18</td>
<td>12th Class</td>
<td>Exploring and Organizing a Data Set, Choosing Appropriate Statistics, Functions of Statistics, Considering the Nature of the Data, Descriptive Statistics, Measures of Central Tendency, Measures of Variability, Measures of Association, Activity on R and R Commander, Peer Review of Assignment 4 (bring hard copy)</td>
</tr>
<tr>
<td>May 2</td>
<td>14th Class</td>
<td>Using Excel to Record and Recode Data, Creating Excel data file for importing into R Commander, Activity on R and R Commander</td>
</tr>
<tr>
<td>May 9</td>
<td>No Class</td>
<td>No Class (Final Exams week)</td>
</tr>
</tbody>
</table>
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.

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 the beginning of 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. Each absence (beyond the one allowed) will contribute to reduction of your course grade by 5%.

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 (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 assignments in this course, including the final paper, are 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) 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>
</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>
</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. **It is your responsibility 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 Hall), 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](http://www.uta.edu/sfs)

**The English Writing Center**
Room 411 Central Library, Spring 2016 hours are: Mon-Thu from 9:00 AM to 8:00 PM, Fri from 9:00 AM to 3:00 PM and Sat-Sun from Noon to 5:00 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.

**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 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: Andy Herzog (amherzog@uta.edu).

**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.

University of Texas at Arlington
College of Education
Conceptual Framework
The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.

- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:
  - **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.
  - **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.
  - **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal—the development of informed and responsible Partners for the Future—who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

**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.