



**EDAD 5322: Educational Research and Evaluation**  
Fall 2017

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**Office Number:** Off-site, available by request

**Office Telephone Number:** (817) 272-2841

**Office Hours:** By appointment

**Section Information:** EDAD 5305-011

**Time and Place of Class Meetings:** UTA Blackboard

### Description of Course Content

An overview of basic concepts and procedures necessary for analyzing, designing, and conducting quantitative and qualitative educational studies. Topics include familiarization with educational journals, associations, funding agencies, accreditation procedures, program evaluation, sampling procedures, data collection, and statistical analyses.

### Student Learning Outcomes

1. Students will understand research and evaluation terms, distinguish between quantitative and qualitative methods, and become familiar with the history of action research.
2. Students will learn steps to action research, how to use action research to promote professional development, and the importance of literature reviews.
3. Students will learn methods for collecting and analyzing data.
4. Students will learn how to write reports by drawing conclusions, making recommendations, and discussing limitations of study.
5. Students will learn how to conduct literature reviews and how to report study findings to various audiences.

For students seeking principal certification, the course is intended to meet the following 2011 standards set by the Educational Leadership Constituent Council for “building-level education leaders.”

ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.
ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.
ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.
ELCC 6.2: Candidates understand and can act to influence local, district, state, and national

decisions affecting student learning in a school environment.

### Required Textbook

Hendricks, C. (2016). *Improving schools through action research: A reflective practice approach*. (4<sup>th</sup> ed.) Boston, MA: Pearson. ISBN 13: 978-0134029320 (available in paperback or electronic version)

### Recommended Text

American Psychological Association. (2012). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Assoc.

### Descriptions of major assignments and examinations:

Title	Points Possible
Module 1: Assessment of Readings	10
Module 1: Assignment	10
Module 1: Discussion Post and Replies	10
Module 2: Assessment of Readings	10
Module 2: Assignment	10
Module 2: Discussion Post and Replies	10
Module 3: Assessment of Readings	10
Module 3: Assignment	10
Module 3: Discussion Post and Replies	10
Module 4: Assessment of Readings	10
Module: Assignment	10
Module 4: Discussion Post and Replies	10
Module 5: Assessment of Readings	10
Module 5: Assignment	10
Module 5: Discussion Post and Replies	10

There is no Tk20 program assessment associated with the course. However, the course will contribute to the Action Research Project that is due in the Capstone EDAD 5399 course.

**Professional Dispositions:** Each student/candidate in the College of Education at UTA will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are 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. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.

**The College of Education Conceptual Framework** serves as a guide for our professional education programs. It highlights our commitment to excellence across courses and clinical experiences and reflects current research and alignment to professional standards. This document describes how we are dedicated to the development of highly skilled and ethical education professionals who are also intellectual and educational leaders. The UTA College of Education Conceptual Framework may be found at this link: <http://www.uta.edu/coed/about/conceptual-framework.php>

**Attendance:** At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop her or his own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As this course is online, I expect all students to access the learning modules as required and complete assignments, discussions, and reflections as directed in the module by the posted deadline. While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

**Grading:** To pass, all module activities must be completed at an "acceptable" level. Late work and work that has to be revised in order to meet "acceptable standard" will receive a maximum of 5 points per assignment.

Students with 90% and above averages will receive an A, Students with averages from 81% - 89% will receive a B.

Anyone receiving below 80% will have their work reviewed by the instructor / developer as to whether they receive a C or an F or an incomplete.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructional associate and the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below. Additional explanation of grading, due dates, and expectations can be found below.

**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://www.uta.edu/aao/fao/>).

**Disability Accommodations:** UTA 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 UTA 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). Only those students who have officially documented a need for an accommodation will have their request honored. 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](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

Counseling and Psychological Services (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *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](http://uta.edu/eos).*

**Title IX Policy:** The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).*

**Academic Integrity:** Students enrolled all UTA courses are expected to adhere to the UTA Honor Code:

*I pledge, on my honor, to uphold UTA'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.*

UTA faculty members may employ the Honor Code in their courses by 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. Additional information is available at <https://www.uta.edu/conduct/>.

**Electronic Communication:** UTA 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>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UTA's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs..>

**The IDEAS Center** (2<sup>nd</sup> Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UTA. Students can drop in, or check the schedule of available peer tutors at [www.uta.edu/IDEAS](http://www.uta.edu/IDEAS), or call (817) 272-6593.

**The English Writing Center (411LIBR):** The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

The Library's 2<sup>nd</sup> floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. <http://library.uta.edu/academic-plaza>

## Library ([library.uta.edu](http://library.uta.edu))

### Research or General Library Help

Academic Plaza Consultation Services [library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)

Ask Us [ask.uta.edu/](http://ask.uta.edu/)

Library Tutorials [library.uta.edu/how-to](http://library.uta.edu/how-to)

Subject and Course Research Guides [libguides.uta.edu](http://libguides.uta.edu)

Librarians by Subject [library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)

Research Coaches <http://libguides.uta.edu/researchcoach>

### Resources

A to Z List of Library Databases [libguides.uta.edu/az.php](http://libguides.uta.edu/az.php)

Course Reserves [pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)

FabLab [fablab.uta.edu/](http://fablab.uta.edu/)

Scholarly Communications (info about digital humanities, data management, data visualization, copyright, open educational resources, open access publishing, and more) <http://library.uta.edu/scholcomm>

Special Collections [library.uta.edu/special-collections](http://library.uta.edu/special-collections)

Study Room Reservations [openroom.uta.edu/](http://openroom.uta.edu/)

## Course Schedule

Module 1 – Preparing for Research and Evaluation	
Read from text: Focus is on previewing the textbook features, charts, resources, and introductory pieces to gain a broad overview of action research.	11:59 p.m. Wednesday, August 30

<ul style="list-style-type: none"> <li>• Preface</li> <li>• The introductory paragraphs to all 8 chapters</li> <li>• The references at the end of the book</li> <li>• The index at the end of the book</li> <li>• Preview tables and illustrations</li> <li>• Journals that Publish Action Research</li> <li>• Read: Professor/developer-authored reading</li> </ul>	
Assessment of Readings	11:59 p.m. Wednesday, August 30
Assignment: Exploring the World of Educational Associations and Journals	11:59 p.m. Wednesday, August 30
Discussion Board Post and Replies	11:59 p.m. Wednesday, August 30
<b>Module 2 – Planning Your Study</b>	
Read from text: Chapters One and Two Read: Professor/developer-authored reading	11:59 p.m. Saturday, September 9
Assessment of Readings	11:59 p.m. Saturday, September 9
Assignment: Selecting Topics and Steps	11:59 p.m. Saturday, September 9
Discussion Board Post and Replies	11:59 p.m. Saturday, September 9
<b>Module 3 – Organizing Your Study</b>	
Read from text: Chapters Three and Four Read: Professor/developer-authored reading	11:59 p.m. Tuesday, September 19
Assessment of Readings	11:59 p.m. Tuesday, September 19
Assignment: Program Evaluation	11:59 p.m. Tuesday, September 19
Discussion Board Post and Replies	11:59 p.m. Tuesday, September 19
<b>Module 4 – Finalizing Your Study</b>	
Read from text: Chapters Five and Six Read: Professor/developer-authored reading	11:59 p.m. Friday, September 29
Assessment of Readings	11:59 p.m. Friday, September 29
Assignment: Qualitative Research	11:59 p.m. Friday, September 29
Discussion Board Post and Replies	11:59 p.m. Friday, September 29
<b>Module 5 – Finishing Your Study</b>	
Read from text: Chapters Seven and Eight Read: Professor/developer-authored reading	11:59 p.m. Sunday, October 8
Assessment of Readings	11:59 p.m. Sunday, October 8

Assignment: Quantitative Research	11:59 p.m. Sunday, October 8
Discussion Board Post and Replies	11:59 p.m. Sunday, October 8

*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. If adjustments are made to the syllabus, students will be informed through Blackboard and/or UTA email. For questions about the syllabus or updates, students should contact their assigned instructional associate. –Cynthia S. Woody, Ed.D.*

### **Brief Explanation of Reading Progress Monitor Assessments:**

For all modules, there is a reading assignment from the textbook, and an instructor-authored reading. You will then be asked to take a multiple choice test of 10 questions. The test is intended as a review of major points in the readings and as a way to ensure you have become familiar with both the text and instructor-authored readings.

### **Brief Explanation of Assignments:**

#### **Assignment 1: Preparing for Research and Evaluation (Within the module there will be additional discussion of the assignment.)**

You will be asked to explore educational associations and journals by asking others and doing web searches. How many are there and what role do they play? How are they similar and different? How do you move from being a participant / reader to a contributor?

#### **Assignment 2: Planning your Study (Within the module there will be additional discussion of the assignment.)**

This assignment will have you analyze where you are in terms of your action research knowledge and skills and to determine what topics might you be interested in researching how ideas on how to go about conducting your own studies.

#### **Assignment 3: Organizing your Study (Within the module there will be additional discussion of the assignment.)**

The assignment will consist of selecting a topic(s) and preparing a brief literature review along with initial plans for conducting research and evaluation study. The assignment will also allow you to demonstrate your research and evaluation knowledge and skills in your personal / professional work / career.

#### **Assignment 4: Finalizing your Study (Within the module there will be additional discussion of the assignment.)**

The assignment will consist of your continuing to develop your research and evaluation studies. The assignment will also allow you to demonstrate your research and evaluation knowledge and skills in your personal / professional work / career.

#### **Assignment 5: Finishing your Study (Within the module there will be additional discussion of the assignment.)**

The assignment will consist of your preparations for finishing your study, The assignment will also allow to demonstrate your research and evaluation knowledge and skills in your personal / professional work / career.

### **Brief Explanation of Discussions:**

The discussion board is an integral part of the course. You will be asked to respond to three different prompts for each discussion. You will be asked to respond appropriately to at least two other postings by acknowledging good points and/or offering different opinions.

#### **Brief Explanation of Grading:**

Three grades are received each module during the course. One is an objective score received from a multiple-choice test. The grades received for the assignments and discussion board involvement are more subjective. Evidence of effort and insight and understandings into the purpose and intent of the learning opportunities will be major factors in the grades received in these areas. The instructor will provide guidelines to Instructional Associates / graders to help insure consistency in the scoring.

The following general rubric will be used to score assignments and discussion posts.

Tasks	Exemplary	Acceptable	Unacceptable
<b>Content</b>	Responses showed candidate put considerable time and effort into assignment. Answers were insightful, thought provoking, engaging, inquisitive. <b>(8-10 points)</b>	Responses showed candidate put some time and effort into assignment. Answers were acceptable but with little elaboration or insight in the discussion. <b>(6-8 points)</b>	Responses showed candidate put little time and effort into the assignment. Answers were very short with no elaboration. <b>(0-5 points)</b>

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

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