



EDUC 5397: Implementing/Disseminating Classroom Research

Spring 2018

Instructor Information:

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

Course Information:

Course Title: Implementing/Disseminating Classroom Research
Course Number: EDUC 5397
Semester: Spring, 2018
Course Location and Time: Thursday, 5:30-8:20 PM in Trimble Hall Room 111

Course Prerequisites:

EDUC 5395 and/or EDUC 5394

Catalog Description

Students implement the classroom research designed and written in EDUC 5394 (and EDUC 5395), collect and analyze data, and interpret results. Students prepare a final, written research report that presents the investigation and its results in a 4-chapter format, such as would be prepared as a paper for presentation at a professional conference and/or publication in an educational journal. At the conclusion of this course, students submit a copy of their research project report to the course instructor and present the completed project as their final Capstone experience for the master's degree in education. This course is to be taken in the final semester of the M.Ed. or M.Ed.T. Prerequisite: EDUC 5394 (and EDUC 5395).

Textbook(s) and Materials:

- Leedy, P. D. & Ormrod, J. E. (2016). *Practical research: Planning and design* (11th edition). Upper Saddle River, NJ: Pearson. ISBN-10:013374132X
- American Psychological Association. *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (ISBN-10:1-4338-0561-8)
- You need to have an active Tk20 account so that you can upload your final assignment (Assignment 5) on Tk20 in order to receive credit for this assignment on the Blackboard.

Learning Outcomes:

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

1. Collecting and analyzing data in order to address the research questions (or hypotheses) that you developed and wrote in EDUC 5394 (and EDUC 5395)
2. Writing the Results and Conclusion/Discussion sections of the research proposal you developed in EDUC 5394 (and EDUC 5395)
3. Presenting the final Capstone research project in the format of poster presentation used in professional conferences.

Expectation for Out-of-Class Study:

Students are expected to read all the reading assignments as given in the [Tentative Course Schedule](#), below. Also, students are expected to participate in class discussion (in-class and on Blackboard's Discussion Forums), and peer review of assignments.

Attendance and Drop Policy:

Class Attendance

As instructor of this course, I will follow the policy of taking attendance. It is your responsibility to sign in the attendance sheet at the beginning of each class meeting. Timely arrival to the class and staying in the class during the entire class period are required. 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. Each day of absence will drop your Participation 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. Drops can continue through a point two-thirds of the way through the term or session. It is the students' responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (www.uta.edu/fao).

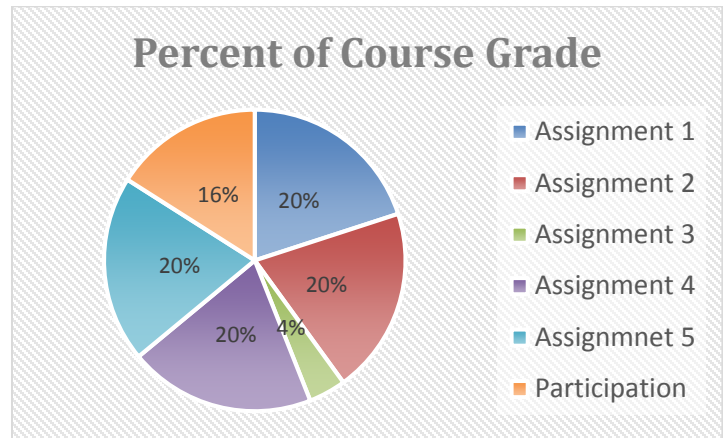
Other Important Policies:

- **APA Style:** All assignments in this course should strictly follow the style of the *Publication Manual of the American Psychological Association* (APA)—6th ed., known as APA Style.
- **Microsoft Word:** All assignments (except Assignment 4) in this course must be typed using Microsoft Word. Assignments in other formats will not be accepted.
- **Blackboard:** Class communication will utilize the course website at the Blackboard, which can be accessed by logging at <https://elearn.uta.edu>
- **Late Work:** **Late assignments can be graded with a 5% penalty for each day after the due date. Assignments submitted late by more than 1 week from the due date will not be graded.**
- **Resubmissions:** In this course, it is important that your assignments are of high quality so that you will be able to complete the Capstone research project. Therefore, when your grade on an assignment falls below 70%, you will be allowed to resubmit your assignment under the following conditions:

- You have one week for the resubmission. For example, if you are resubmitting the Week 3 Assignment, you have to submit it by 11:59 PM on Sunday of Week 4.
- You can resubmit an assignment only once.
- Assignments resubmitted without addressing instructor comments/feedback will not be graded the second time.
- The weighted average, computed as 33% of the first grade + 67% of the second grade, will be recorded as the final grade of the resubmitted assignment.
- **Resubmission of the late assignment is not accepted.**
- **Resubmission of the final assignment (Assignment 5) is not accepted.**

Grade Assignment:

Total	Grade
$450 \leq \text{Total} \leq 500$	A
$400 \leq \text{Total} < 450$	B
$350 \leq \text{Total} < 400$	C
$300 \leq \text{Total} < 350$	D
$\text{Total} < 300$	F



Assignment Submission

All assignments must be submitted on Blackboard by 11:59 PM, Sunday of the assigned week except Assignment 5 (or when it is announced otherwise). Assignments sent by emails will not be accepted. Assignment 5 must also be submitted on Tk20 by 11:55 PM on May 7 (Monday).

Assignments:

Assignment 1: Results section.

(100 points)

For this assignment, you will present the results of your study by writing the Results section. The Results section is a detailed description of the results/findings of data analysis and an explanation of how these results/findings relate to the statement of purpose. The purpose of the Results section is to inform what was observed and how measurements were made. The function of the Results section is to objectively present your key results, *without* interpretation, in an orderly and logical sequence using both illustrative materials (Tables and Figures) and text. Summaries of the statistical analyses may appear either in the text (usually parenthetically) or in the relevant Tables or Figures. The Results section should be organized around a series of Tables and/or Figures sequenced to present your key findings in a logical order. The text of the Results section follows this sequence and highlights the answers to the research questions you investigated. Important negative results should also be reported. For detailed instructions about how to write Results section, see the assignment page on the Blackboard. This assignment must be 4-8 pages long (inclusive of Tables and Figures). **Due: March 25, 2018.**

Assignment 2: Discussion section.

(100 points)

For this assignment, you will write discussion section of your research project. Specifically, you have to discuss your results or findings by following guidelines from the reading materials in the assignment page of the Blackboard. This assignment must be 3-6 pages long. **Due: April 8, 2018.**

Assignment 3: Abstract.**(20 points)**

For this assignment, you will prepare an Abstract of your research project. Note that the word count for Abstract must be between 150 and 200. Write a short description (1-2 lines) of each of the four chapters. Look at the Abstract sections of selected research articles you have cited in the Literature Review section.
Due: April 15, 2018.

Assignment 4: Poster Presentation.**(100 points)**

This assignment has two parts:

Part I: Prepare and Submit a Poster of the Capstone Research. **Due: April 22, 2018.**

Details of the components/pages to be included in the poster presentation will be provided in class and posted on the Blackboard. Sample poster presentations will also be posted on the Blackboard. University faculty, administrators and staff will attend, and students may invite other guests to the event. The completed research project and presentation is the final activity in this course.

Part II: Poster Presentation of Capstone Research: **May 3, 2018, 5:00 – 7:30 PM, (MAC 2, Room 133).**

Assignment 5: Final Capstone Research Paper.**(100 points)**

This assignment consists of four chapters and several other components. See the last row of the Tentative Course Schedule table. **Due: May 7 (Monday), 2018.**

Note: Assignment 5 must be submitted on Blackboard and Tk20 (by 11:55 PM). Failure to submit this assignment on Tk20 will result into a zero grade on the corresponding Blackboard assignment.

Participation.**(80 points)**

Participation includes peer review of assignments, class activities, contribution to Blackboard's Discussion Forums, contribution to class discussions, and other affective variables related to course work. I will monitor your participation throughout the course.

Tentative Course Schedule:

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

Date	Topic/Activity	Reading Assignments
January 18 1st Class Meeting	Introduction Knowing the Syllabus Components of the Capstone Research Project Method and Results Sections Discuss Chapter 5 of APA Manual Resources to Support Research Project Avoiding Plagiarism (http://library.uta.edu/plagiarism/index.php)	<i>Syllabus</i> <i>Chapter 5 of APA Manual</i> <i>Method and Results Sections of Article 1</i> <i>Method and Results Sections of Article 2</i> <i>Method and Results Sections of Article 3</i>
March 1 2nd Class Meeting Quantitative and Mixed-Methods Researchers	Data Entry and Data Analysis using R and Rcmdr. Making Tables and Figures for the Results section of your Research Project. Bring your data file and laptop. Activity on writing Results section. (Optional for Qualitative Researchers.)	<i>Reading of materials from within the Second Class Meeting folder.</i>

March 8 3rd Class Meeting Qualitative and Mixed-Methods Researchers	Data Entry and Coding using Microsoft Excel. Making Tables and Figures for the Results section of your Research Project. Bring your data file and laptop. Activity on writing Results section. (Optional for Quantitative Researchers.)	<i>Reading of materials from within the Third Class Meeting folder.</i>
March 22 4th Class Meeting	Guidelines for writing Results section in APA format. Activity on Results section. Bring hard copy of Assignment 1: Results section for peer review.	<i>Reading of materials from within the Fourth Class Meeting folder.</i>
April 5 5th Class Meeting	Guidelines for writing Discussion section Activity on Discussion section. Bring hard copy of Assignment 2: Discussion section for peer review.	<i>Reading of materials from within the Fifth Class Meeting folder.</i>
April 12 6th Class Meeting	Guidelines for writing Abstract section Guidelines for Poster Presentation Activity on writing Abstract section. Bring your laptop for peer review of Assignment 3: Abstract. Activity on Preparing Poster for Presentation.	<i>Reading of materials from within the Sixth Class Meeting folder.</i>
April 19 7th Class Meeting	Preparing the Final Capstone Research Paper <ul style="list-style-type: none"> Title Page Abstract Acknowledgement (optional) Table of Contents Table of Tables and Figures Chapter 1: Introduction and Literature Review Chapter 2: Method Chapter 3: Results Chapter 4: Discussion References Appendix (plural: Appendices) Biography (optional) Bring your laptop Course Summary and Evaluation	<i>Reading of materials from within the Seventh Class Meeting folder.</i>
May 3 8th Class Meeting	Meeting at 5:00 pm in MAC 2: Room 133 for poster presentation.	<i>Be prepared for presentation of your research</i>
Note: Detailed information on Reading Assignments will be posted on Blackboard within respective Class Meeting folders as shown in the third column.		

Disclaimer:

This syllabus may be changed or updated for the purpose of better serving students. If the syllabus is changed, students will be notified via email and during the class meeting.

Electronic Communication:

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades,

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

Student Feedback Survey:

At the end of this term, you will be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to you through MavMail approximately 10 days before the end of the term. Your feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>

Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. **There are two exits, one each on the east and west side of the corridor outside this classroom.** When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Librarian to Contact:

If you are not sure where to find articles and want to further enhance your ability to correctly use APA style citations, then try the Education Subject Guide, <http://libguides.uta.edu/education>. For further help, contact the Education Librarian: Michelle Reed (michelle.reed@uta.edu).

Americans with Disabilities Act (ADA):

If you are a student who requires accommodations in compliance with the ADA, please consult with me at the beginning of the semester. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Your responsibility is to inform me of the disability at the beginning of the semester and provide me with documentation authorizing the specific accommodation. Student services at UTA include the Office for Students with Disabilities (located in the first floor of the University Hall), which is responsible for verifying and implementing accommodations to ensure equal opportunity in all programs and activities.

Counseling and Psychological Services, (CAPS):

You can contact the CAPS (www.uta.edu/caps/) by calling 817-272-3671 in case if you need help on your 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.

Title IX:

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 or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

The Writing Center:

The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at <http://uta.mywconline.com>. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd 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>. Links of various useful library resources are available at <http://library.uta.edu/how-to>.

The IDEAS Center:

The IDEAS Center (2nd floor of the Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593

Academic Integrity:

All students enrolled in this course are expected to follow the UT Arlington's Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. "Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

University Mission:

The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor's, master's, doctoral and non-degree continuing education programs.

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 and area business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the belief that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This belief 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 Model 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 assumption 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 do a job well.

☐ The second core value, **Knowledge**, represents candidate's theoretical or practical understanding of a subject. In today's world, candidate's 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's 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 curricula, faculty, and other professionals.

The next 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 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.

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/>

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**.

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 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.

I. PROFESSIONAL DISPOSITIONS GUIDELINES

The following Professional Dispositions Guidelines are to be followed by all students and candidates in COEHP. The standards referenced are those of the Texas Administrative Code.¹ Students and candidates are responsible for identifying and following professional standards and policies for their particular state.

A. Professional Demeanor: TAC Standards 1.9, 1.10, 2.1 through 3.9

- Demonstrates respect and consideration for the thoughts and feelings of others (diverse populations, school personnel, university personnel, PreK-16 students).
- Demonstrates kindness, fairness, patience, dignity and respect in working with others.
- Accepts decisions made by institutional authority.
- Treats others in a just and equitable manner.
- Maintains composure and self-control.
- Responds positively to constructive criticism.
- Follows appropriate channels of communication/authority.
- Reacts professionally (calm and patient) when under stressful situations.

B. Professional Practices: TAC Standards 1.1 through 3.9

- Complies with class and program requirements
- Attends classes, trainings, and field experiences.
- Arrives on time and remains for the duration.
- Is prepared, engaged, and meets deadlines.
- Demonstrates academic integrity and honesty.
- Maintains appropriate confidentiality at all times.
- Demonstrates compliance with all laws and regulations.
- Demonstrates compliance with University policies and Texas Education Agency (TEA)/professional specialty program area standards²

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.

¹ Texas Administrative Code, Ethics and Standard Practices for Texas Educators can be found at:
[http://info.sos.state.tx.us/pls/pub/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2](http://info.sos.state.tx.us/pls/pub/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=247&rl=2).

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.

Academic Resources within UTA Library:

- Academic Plaza Consultation Services library.uta.edu/academic-plaza
- Ask Us ask.uta.edu/
- Library Tutorials library.uta.edu/how-to
- Subject and Course Research Guides libguides.uta.edu
- Subject Librarians library.uta.edu/subject-librarians
- A to Z List of Library Databases libguides.uta.edu/az.php
- Course Reserves pulse.uta.edu/vwebv/enterCourseReserve.do
- FabLab fablab.uta.edu/
- Special Collections library.uta.edu/special-collections
- Study Room Reservations openroom.uta.edu/