**The University of Texas at Arlington**

**College of Education**

**Department of Educational Leadership and Policy Studies**

**EDAD 5322 | Educational Research and Evaluation**

**Fall 2018**

## Instructor Information:

Instructor: Yi Leaf Zhang, Ph.D.                    Office Phone:  817-272-9221
Office: 103D Trimble Hall                           Email:  Lyzhang@uta.edu
Office Hours: Wednesday 3-5pm or by appointment
Faculty Profile: https://mentis.uta.edu/explore/profile/yi-zhang
Section Information: EDAD-5322-011
Time and Place of Class Meetings: Online

## Maximum Timeframe for Responding to Student Communication:

Please allow up to 24 hours on weekdays and up to 48 hours on weekends for the instructor and your instructional coach to respond to any questions.

## Description of Course Content:

The course intends to provide an overview of basic concepts and procedures necessary for designing, and conducting research in the educational context. Topics include familiarization with research procedures, designs, and methodology. There are no course prerequisites. Previous research and evaluation experience is recommended but not required.

## Course Objectives and Learning Outcomes:

The course is an introduction to formal research and evaluation. The course is designed to provide students with an overview of research paradigms used in education and opportunities to apply and evaluate specific research methods related to these paradigms. The knowledge and skills acquired from this course will support professional educators in their careers as they continue to be engaged in life-long learning. In addition to learning the vocabulary associated with research and evaluation, the course focuses on learning how to think like a researcher and evaluator. At the end of the course, students are expected to:

1. Identify and interpret ontology and epistemology;

2. Assess and implement appropriate research designs, methods, and procedures;

3. Interpret and apply research ethics;

4. Explain and critique the literature review and conceptual framework in research;

5. Compare and contrast different research designs;

6. Compare and contrast different research methods;

7. Read, interpret, and critically evaluate educational research reports and articles;

State Standards:

8. School culture-the principal: (2) uses emerging issues, recent research, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to collaboratively develop a shared campus vision;

ELCC Standards:

9. 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.

**Required Textbook:**

Rallis, S. F. & Rossman, G. B. (2012). *The research journey: Introduction to inquiry.* New York, NY: The Guilford Press. ISBN-13: 978-1462505128; ISBN-10: 1462505120
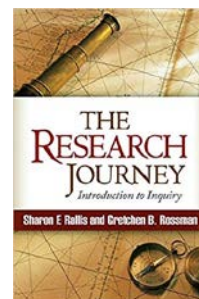
**Additional Readings:**

Additional articles and chapters are provided on Blackboard.

**Descriptions of Major Assignments and Quizzes (Total 600 points):**

I.     **Discussion Questions (Total 325 points; 25 points for each discussion question)**

In traditional classrooms, students are expected to participate in class discussions. Since this course is being conducted via Blackboard, students are required to provide feedback on questions for each Module and post comments to questions posed within the Module.  Students are allowed to read other responses before they submit their own response.

*Please post your response by 23:59 (CT) Wednesday of the Module. This will allow your classmates to read everyone's responses and respond to at least three other students for each question by 23:50 (CT) Saturday of the Module.*

| Module | Questions |
|---|---|
| **1** | **Q1** – What is ontology and what is epistemology? |
| | **Q2** – Where would you place yourself in Figure 2.4 Four Paradigms (pp. 36), and why? |
| **2** | **Q3** – What are the key elements in the cycle of inquiry model in Figure 3.3 (pp. 47)? Which element(s) do you perceive most challenging for you? And why? |
| | **Q4** – What strategies would you use to enhance the trustworthiness of your research study? |
| **3** | **Q5** – Why is it important to be an ethical researcher, and how would you protect your participants in research? |
| **4** | **Q6** – What role does a literature review play in a research paper? |
| | **Q7** – What is a conceptual framework, and how is it related to a literature review in a research paper? |

| | |
|---|---|
| **5** | **Q8** – Chapter 6 highlights five different purposes for research projects (see pp. 116-117). Which purpose (i.e., describing, exploring, explaining, predicting, and empowering) best describes the purpose of your research, and why? (*To make it easier for the discussion, please share your research topic and research questions before responding to this discussion question. You can use the same research questions from your Educational Biography in Module 1, or develop a new research topic with 2-3 research questions.*) |
| | **Q9** – Which research design in table 6.1 (see pp. 121) is most appropriate for your research topic, and why? (*To make it easier for the discussion, please repeat your research topic and research questions before responding to this discussion question. You can copy and paste them from your responses to Question 8.*) |
| **6** | **Q10** – Select two research methods (see pp. 127-129), and compare and contrast them. Discuss the advantages and disadvantages of each method. |
| | **Q11** – Which research method (see pp. 127-129) would you use for your research topic, and why? (*To make it easier for the discussion, please repeat your research topic and research questions before responding to this discussion question. You can copy and paste them from your responses to Question 8.*) |
| **7** | **Q12** – Review the introduction section in two research articles provided by the instructor and share with the class which introduction you prefer and why.<br><br>(*The articles can be found in the Discussion Question 12 on Blackboard. You only need to read the introduction sections, which are highlighted in yellow in the two articles.*) |
| | **Q13** – How would you disseminate your research findings? How would you apply them to research and practice? |

*Rubric*

| | **Incomplete (0%)** | **Promising (50%)** | **Proficient (100%)** |
|---|---|---|---|
| Content (15 points) | The student did not address the question(s) (0 points) | The student partially addressed the question(s) (7.5 points) | The student addressed the question(s) thoroughly and clearly (15 points) |
| Grammar (5 points) | There are numerous spelling and punctuation errors and major grammatical issues (0 points) | There are few spelling and punctuation errors and some minor grammatical issues (2.5 points) | Appropriate use of grammar and standard English; No spelling or punctuation errors (5 points) |
| Punctuality (5 points) | Did not post the response and did not comment on other classmates' responses (0 points) | Posted the response late, or commented on other classmates' responses late (2.5 points) | Posted the response and commented on other classmates' responses on time (5 points) |

## II. Quizzes (Total 75 points; 25 points for each quiz)

For Modules 2, 5, and 6, students will take an open-book quiz, respectively. Each quiz contains 5 questions, and each question is worth 5 points.

Students have 30 minutes to answer the questions and the quiz will be automatically submitted when time expires. Students can take the quizzes as many times as they want (before the due date), and the highest grade will be recorded.

## III. Educational Biography (2-3 pages) (50 points)

Students will write a 2-3 page (double-spaced, APA format) reflective essay regarding their education pathway and how it has impacted their research interests. The biography should include, but not be limited to, the following three sections,

1. A brief description of your education pathway pointing to important events, people, moments (0.5-1 page)

2. A reflection on how has the education pathway shaped your interest in an education-related career (0.5-1 page)

3. One area of research interest and 2-3 research questions that you are interested in exploring as a researcher (approximately 1 page)
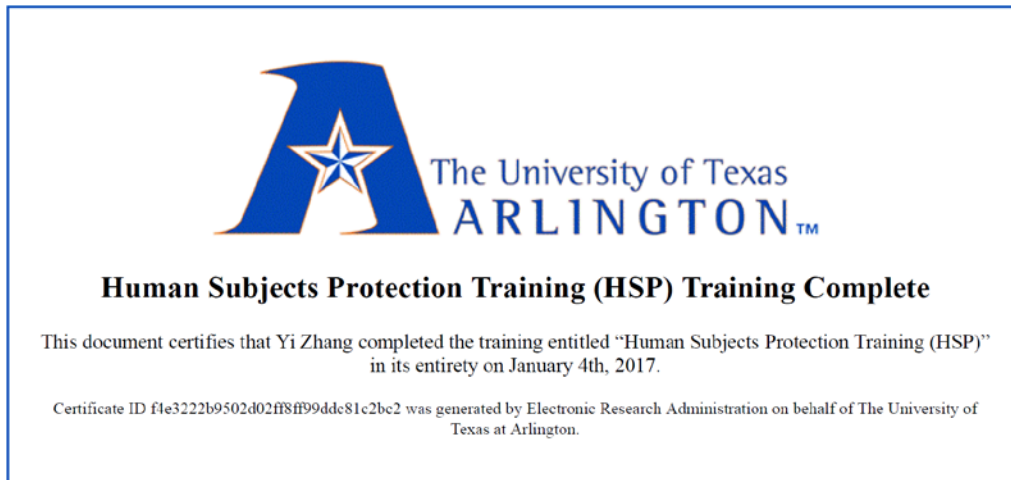
*Rubric*

| | Incomplete (0%) | Promising (50%) | Proficient (100%) |
|---|---|---|---|
| Content (35 points) | The student did not discuss the three major areas in the assignment (0 points) | The student partially discussed the three areas and/or the discussion is less than 1.5 pages (17.5 points) | The student responded to all three areas thoroughly and clearly (35 points) |
| Grammar (10 points) | There are numerous spelling and punctuation errors and major grammatical issues (0 points) | There are few spelling and punctuation errors and some minor grammatical issues (5 points) | Appropriate use of grammar and standard English; No spelling or punctuation errors (10 points) |
| Punctuality (5 points) | Did not submit the assignment (0 points) | Submitted the assignment late (2.5 points) | Submitted the assignment on time (5 points) |

## IV. Online UTA's Human Subject Protection Training (50 points)

Complete UTA's Human Subjects Protection (HSP) training and upload the certificate to Blackboard. To complete this assignment, please follow the steps below,

1. Login at http://www.uta.edu/ra/real/loginscreen.php?view=7 using your UTA NetID and password;

2. Locate the training that says Human Subjects Protection (HSP). It can be under Registered Trainings or Available Trainings;

3. Click on the Start or Resume button to begin the training. You will be able to save your progress at any point during the training and resume it again later by following the previous steps.

4. Once you complete the training, download your certificate as a PDF document (see below an example), and upload it to Blackboard.



**Human Subjects Protection Training (HSP) Training Complete**

This document certifies that Yi Zhang completed the training entitled "Human Subjects Protection Training (HSP)" in its entirety on January 4th, 2017.

Certificate ID f4e3222b9502d02ff8ff99ddc81c2bc2 was generated by Electronic Research Administration on behalf of The University of Texas at Arlington.

If you have any questions, please contact your coach, the instructor, or Alyson Sterns in the Office of Research Administration, Regulatory Services at astearns@uta.edu

*Rubric*

| | **Incomplete (0%)** | **Promising (50%)** | **Proficient (100%)** |
|---|---|---|---|
| Completion (50 points) | The student did not complete or upload the UTA HSP certificate to Blackboard (0 points) | The student uploaded the certificate to Blackboard late (25 points) | The student successfully completed and uploaded the certificate to Blackboard on time (50 points) |

## V.     Literature Review Evaluation (50 points)

Students will evaluate a literature review provided by the instructor and write a 2-3 page (double-spaced, APA format) critical analysis of the literature review. The evaluation should address the following questions,

1. Did the researchers convince you that the topic is important? Explain (approximately 0.5 pages)

2. Is the literature review organized around the topic (as opposed to a string of annotations)? Explain (approximately 0.5 pages)

3. Is the conclusion/discussion at the end of the literature review appropriate in terms of the evidence provided earlier in the review? Explain (approximately 0.5 pages)

4. Overall, what are the strengths and weaknesses of this literature review? (1-1.5 pages)

*Rubric*

| | **Incomplete (0%)** | **Promising (50%)** | **Proficient (100%)** |
|---|---|---|---|
| Content (35 points) | The student did not address any of the four major questions in the assignment (0 points) | The student partially addressed the four questions and/or the discussion is less than 1.5 pages (17.5 points) | The student addressed all four questions thoroughly and clearly (35 points) |
| Grammar (10 points) | There are numerous spelling and punctuation errors and major grammatical issues (0 points) | There are few spelling and punctuation errors and some minor grammatical issues (5 points) | Appropriate use of grammar and standard English; No spelling or punctuation errors (10 points) |
| Punctuality (5 points) | Did not submit the assignment (0 points) | Submitted the assignment late (2.5 points) | Submitted the assignment on time (5 points) |

## VI.   Self-Reflection (2-3 pages) (50 points)

Students will develop a 2-3 page reflective paper (double-spaced, APA format) evaluating what they have learned from this course. In this evaluation, students should address, but not limit themselves to, the following questions:

1. What knowledge/experiences have you gained from this course regarding conducting educational research? What are the most valuable things you have learned from this course? (approximately 1 page)

2. How do you perceive your own strengths and weaknesses as a researcher? (0.5-1 page)

3. What's your plan for future research? (0.5-1 page)

*Rubric*

| | **Incomplete (0%)** | **Promising (50%)** | **Proficient (100%)** |
|---|---|---|---|
| Content (35 points) | The student did not address any of three major questions in the assignment (0 points) | The student partially addressed the three questions, and/or the discussion is less than 1.5 pages (17.5 points) | The student addressed all three questions thoroughly and clearly (35 points) |
| Grammar (10 points) | There are numerous spelling and punctuation errors and major grammatical issues (0 points) | There are few spelling and punctuation errors and some minor grammatical issues (5 points) | Appropriate use of grammar and standard English; No spelling or punctuation errors (10 points) |
| Punctuality (5 points) | Did not submit the assignment (0 points) | Submitted the assignment late (2.5 points) | Submitted the assignment on time (5 points) |

**Course Outcomes and Performance Measurement:**

| Course Objective(s) | Module Number and Objective(s) | Assignment (Practice) | Assessment Item (Showing Mastery) |
|---|---|---|---|
| Course Objective #1 | Module 1 Objectives<br><br>1) Develop a self-reflection on how past experiences (both educational and professional) have shaped the student's perspectives regarding research interests and career choice.<br><br>2) Define ontology and epistemology, and explain the student's own perspectives | 1) Educational biography (Module Objective 1)<br><br>2) Discussion on Blackboard regarding ontology and epistemology<br><br>(Module Objective 2) | 1) Educational biography-Rubric used to measure the depth of analysis (Module Objective 1).<br><br>2) Discussion on Blackboard regarding ontology and epistemology-Rubric used to measure the quality of students' responses to the questions, and their comments on peers' responses (Module Objective 2) |
| Course Objective #2 | Module 2 Objectives<br><br>1) Identify major steps in the systematic inquiry cycle<br><br>2) Identify strategies to improve research validity, credibility, and trustworthiness | 1) Quiz-multiple choice and true/false questions (Module Objectives 1 & 2).<br><br>2) Discussion on Blackboard (Module Objectives 1 & 2). | 1) Quiz-multiple choice and true/false questions are used evaluate students' knowledge about cycles of inquiry (Module Objectives 1 & 2)<br><br>2) Discussion on Blackboard-Rubric used to measure the quality of students' responses to the questions, and their comments on peers' responses (Module Objectives 1 & 2). |
| Course Objective #3 | Module 3 Objectives<br><br>1) Explain the significance of being an ethical researcher and strategies to protect research participants<br><br>2) Complete UTA's Human Subjects Protection (HSP) training online | 1) Discussion on Blackboard. (Module Objective 1).<br><br>2) Successfully complete UTA IRB training and receive the certificate (Module Objective 2) | 1) Discussion on Blackboard-Rubric used to measure the quality of students' responses to the questions, and their comments on peers' responses (Module Objective 1).<br><br>2) Successfully complete UTA IRB training and receive the certificate (Module Objective 2) |
| Course Objectives #4, 8, & 9 | Module 4 Objectives<br><br>1) Explain what a literature review is and assess literature review in research articles<br><br>2) Discuss what the conceptual framework is and its application in research | 1) Literature review evaluation (Module Objective 1)<br><br>2) Discussion on Blackboard (Module Objectives 1 & 2) | 1) Literature review evaluation-Rubric used to measure the depth and quality of analysis (Module Objective 1)<br><br>2) Discussion on Blackboard-Rubric used to measure the quality of students' responses to the questions, and their comments on peers' responses (Module Objectives 1 & 2). |

| Course Objective(s) | Module Number and Objective(s) | Assignment (Practice) | Assessment Item (Showing Mastery) |
|---|---|---|---|
| Course Objectives #2, 5, & 9 | Module 5 Objectives<br><br>1) Explain different purposes of research<br><br>2) Compare and contrast various research designs<br><br>3) Apply appropriate designs to research | 1) Quiz-multiple choice and true/false questions (Module Objectives 1 &2)<br><br>2) Discussion on Blackboard (Module Objectives 1, 2 & 3). | 1) Quiz-multiple choice and true/false questions are used to evaluate students' knowledge about research designs (Module Objectives 1 &2)<br><br>2) Discussion on Blackboard-Rubric used to measure the quality of students' responses to the questions, and their comments on peers' responses (Module Objectives 1, 2 & 3). |
| Course Objectives #2, 6, & 9 | Module 6 Objectives<br><br>1) Evaluate differences and similarities among various qualitative and quantitative research methods<br><br>2) Apply appropriate methods to research | 1) Quiz-multiple choice and true/false questions (Module Objectives 1 &2)<br><br>2) Discussion on Blackboard (Module Objectives 1 & 2). | 1) Quiz-multiple choice and true/false questions are used to evaluate students' knowledge about research methods (Module Objectives 1 &2)<br><br>2) Discussion on Blackboard-Rubric used to measure the quality of students' responses to the questions, and their comments on peers' responses (Module Objectives 1 & 2). |
| Course Objectives #7, 8, & 9 | Module 7 Objectives<br><br>1) Evaluate introduction in research articles<br><br>2) Explain the usage of research findings for policy and practice<br><br>3) Develop a self-reflection on how this course has prepared the student to be a better researcher | 1) Discussion on Blackboard (Module Objectives 1 & 2).<br><br>2) Self-reflection (Module Objective 3) | 1) Discussion on Blackboard-Rubric used to measure the quality of students' responses to the questions, and their comments on peers' responses (Module Objectives 1 & 2).<br><br>2) Self-reflection-Rubric used to measure the depth of students' reflection (Module Objective 3) |

**Attendance:**

Class attendance is critical to learning, and students are expected to actively participate in each online discussion. Class participation (via discussion postings) is part of your grade. 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.

**Participation Expectations:**

As participants in this course, we all owe to one another and ourselves, the highest level of engagement that we can possibly offer. The most important aspect of appropriate engagement in the work is respect for others. There may be an instance when the perspectives offered by the readings, the instructor, and fellow classmates contrast sharply with your own. While experiencing these contrasts can at times be very difficult, respectfully and courageously navigating through them as a group is the very essence of advanced learning.

**Other Requirements:**

This course is offered in entirety as an online format through Blackboard. It is a requirement and responsibility of each student to have access to a computer and a high speed Internet connection on a daily basis. Review UT Arlington's hardware recommendations: http://www.uta.edu/oit/cs/hardware/student-laptop-recommend.php and Blackboard's browser requirements: http://www.uta.edu/blackboard/browsertest/browsertest.php.

You will use your NetID and password to login to Blackboard at https://elearn.uta.edu/. It is your responsibility to become familiar with Blackboard and how to access course components.  There are several Blackboard resources for students including http://www.uta.edu/blackboard/students/index.php and http://help.blackboard.com/.

This course requires the use of word processing and presentation software that is compatible with Microsoft Office formats. Students may purchase this software (in person or by mail) at a significant discount from the UT Arlington bookstore http://www.uta.edu/bookstore.

**Grading Policy:**

Grading in the course will be based on a 600-point scale, with the maximum point value for each grading component indicated above.  Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Course Grading Scale

A = 90 to 100%
B = 80-89%
C = 70-79%
D = 60 to 69%
F = below 59%

| Required Components for Course Credit | Weight / Percentage Value Within the Course |
|---|---|
| Educational Biography | 50 points (8.3%) |
| Online UTA HSP Training | 50 points (8.3%) |
| Literature Review Evaluation | 50 points (8.3%) |
| Self-Reflection | 50 points (8.3%) |
| Quizzes (3) | 25 points (4.2%) each; 75 points (12.5%) total |
| Discussion Questions (13) | 25 points (4.2%) each; 325 points (54.2%) total |

**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/aao/fao/).

**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.

**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). 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)** 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.

**Counseling and Psychological Services (CAPS):**

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

**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](www.uta.edu/titleIX) or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or [titleix@uta.edu](titleix@uta.edu)

**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 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/](https://www.uta.edu/conduct/).  Faculty are encouraged to discuss plagiarism and share the following library tutorials [http://libguides.uta.edu/copyright/plagiarism](http://libguides.uta.edu/copyright/plagiarism) and [http://library.uta.edu/plagiarism/](http://library.uta.edu/plagiarism/)

**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](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/](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. UT Arlington'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.

**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, or view the information at http://www.uta.edu/studentsuccess/success-programs/programs/resource-hotline.php

**The IDEAS Center (**2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at 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 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

**Librarian to Contact:**

Michelle Reed, michelle.reed@uta.edu or 817-272-5127

**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 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 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 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.

**Course Schedule:**

| Module | Module Objectives | Readings<br><br>*Textbook & Additional Articles* | Discussion Questions<br><br>*Post your response by 23:59 (CT) Wednesday, and respond to three other students by 23:59 (CT) Saturday* | Assignments<br><br>*Due by 23:59 (CT) Saturday of the Module* |
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| 1. Inquiry as Learning & Ways of Knowing | 1. Reflect on how past experiences (both educational and professional) have shaped the student's perspectives regarding research interests and career choice.<br><br>2. Define ontology and epistemology, and explain the student's own perspectives | Chapter 1<br>Chapter 2<br><br>Additional Reading | Introduce Yourself<br><br>Q1<br><br>Q2 | Educational Biography |
| 2. Cycle of Inquiry | 1. Identify major steps in the systematic inquiry cycle<br><br>2. Identify strategies to improve research validity, credibility, and trustworthiness | Chapter 3<br><br>Additional Reading | Q3<br><br>Q4 | Quiz 1 |
| 3. Being an Ethical Inquirer | 1. Explain the significance of being an ethical researcher and strategies to protect research participants<br><br>2. Complete UTA's human subjects protection (HSP) training modules online | Chapter 4<br><br>Additional Reading | Q5 | Online UTA HSP Training |
| 4. Conceptual Framework & Literature Review | 1. Explain what a literature review is and assess literature review in research articles<br><br>2. Discuss what the conceptual framework is and its application in research | Chapter 5<br><br>Additional Reading | Q6<br><br>Q7 | Literature Review Evaluation |

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| 5. Designing the Inquiry Project | 1. Explain different purposes of research<br>2. Compare and contrast various research designs<br>3. Apply appropriate designs to research | Chapter 6<br>(pp. 111-126)<br>Additional Reading | Q8<br>Q9 | Quiz 2 |
| 6. Research Methods | 1. Evaluate differences and similarities among various qualitative and quantitative research methods<br>2. Apply appropriate methods to research | Chapter 6<br>(pp. 127-138)<br>Additional Reading | Q10<br>Q11 | Quiz 3 |
| 7. Research Writing & Knowledge Use | 1. Evaluate introduction in research articles<br>2. Explain the usage of research findings for policy and practice<br>3. Reflect on how this course has prepared the student to be a better researcher | Chapter 7<br>Chapter 8<br>Additional Reading | Q12<br>Q13 | Self-Reflection |