



ED 520.001: Education Research Literature and Techniques

Texas A&M University-Texarkana
College of Education and Liberal Arts

Course Syllabus

Tuesday, 4pm-6:45pm SCIT Bldg Room 304

Credits: 3 SCH

Prerequisites: Graduate standing

Professor Contact Information

Instructor: Dr. Gaynell Green, STEM bldg. Office 309J
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Office phone: 903-223-3165
Fax: 903.223.3120
Office hours: Tuesday, 2-3:45pm
Wednesday, 3-5:45pm
Thursday, 4-5pm

Course Description:

The course will address: (1) the processes and tools necessary to locate, read, understand, and critique education research, and (2) the fundamental techniques of planning, conducting, and reporting qualitative and quantitative research in the field of education.

Course Rationale:

Successful educators in any setting must be data-driven in decision-making. The current levels of fiscal and academic accountability at the local, state, and national levels demand a clinical approach to educational improvement at all levels, K-12, Adult Education and Higher Education—one that includes carefully selecting, implementing, and evaluating new innovations and logically eliminating those that do not produce the desired outcomes. This clinical process requires the continuous evaluation of relevant, educational research.

Student Learner Outcomes:

1. The student will demonstrate cognitive knowledge of research designs and the research process by successful completion of written exams/quizzes (may be administered on-line in a hybrid or web delivery method if stated).
2. The student will demonstrate application of data collection and analysis techniques by conducting an original research project individually, achieving 80% accuracy, as evaluated by a checklist provided by the instructor at the beginning of the course.
3. The student will demonstrate application of research literature and techniques by writing a research proposal, achieving 80% accuracy, as evaluated by a checklist provided by the instructor at the beginning of the course.

Resources Needed:

How to Design and Evaluate Research in Education, 8th Edition



Jack R Fraenkel, Norman E. Wallen, Helen Hyun

Hardcover, 704 pages
Publisher: McGraw-Hill
©2012, ISBN-13 9780078097850
MHID 0078097851
Publishers Retail Price: \$173.67

Supplemental Resource: (Purchase is highly recommended, but access is available at APA.org, and a pocket version is also available)

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, D.C.: American Psychological Association.

The APA manual is available at local bookstores, on line at <http://www.apastyle.org/>, or other online booksellers.

(ISBN 1-55798-791-2)

OR

American Psychological Association. (2005). *Concise rules of APA style*. Washington, D.C.: American Psychological Association.

(ISBN 1-59147-252-0)

Additional Resources needed: Ability to use the Turnitin®, word processing, and electronic slide presentations (PPT). Computer access to the following online learning center is required to complete the research design activities:

http://highered.mcgraw-hill.com/sites/0073525960/information_center_view0/

Course Policies

Academic Honesty: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source, constitute academic dishonesty, and may be grounds for a grade of "F" in the course and/or disciplinary actions. For additional information see the university policy manual. The student is responsible for reading and understanding the University Policy on Academic Integrity. For help identifying and avoiding plagiarism go to http://www.turnitin.com/research_site/e_home.html

Disability Assistance: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903.223.3062. He must be contacted no later than the first week of the term.

E-Mail Address Statement: Upon application to Texas A&M University-Texarkana an individual is assigned an A&M-Texarkana email account. This email account is used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the

official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

University Drop Policy - Effective with the Fall 2013 semester, the administrative drop policy for credit courses is as follows: Students who wish to discontinue attendance in a course (s) will be required to submit the necessary paperwork to the Registrar’s Office in order to be officially dropped/withdrawn from their course(s). If a student does not follow the correct drop/withdraw procedure, he/she will remain registered in the course(s) and receive the grade issued by the instructor (based on grades earned). Students may find the drop/withdraw form on the “Dropping/Withdraw a Class” page of the Registrar website. The policy for developmental courses will remain the same. Any student who is registered in a developmental course and fails to attend may be administratively dropped/withdrawn from all courses.

Drop/Withdraw deadlines for the Fall 2013 semester		
Session	Drop without a grade	Last day drop/withdraw
Full Term (16 week)	Wednesday, Sept. 11	Monday, Nov. 25
1 st 7 week	Friday, Aug. 30	Friday, Oct. 4
2 nd 7 week	Wednesday, Oct. 23	Wednesday, Nov. 27

Late Assignments and Staying current with the coursework – This course requires a significant amount of outside reading and activity. It is imperative that you come to class having read the text chapter assigned and maintain consistent attendance to understand the nature of all assignments. Graduate students should be timely in turning in all assignments, but should there be an occasion where you cannot this is my policy: Any assignment submitted more than 24 hours late will have points deducted (5% of total value per day). **NO LATE ASSIGNMENT IS ACCEPTED ONE WEEK FROM ITS DUE DATE.**

Grades of Incomplete – I don’t expect this issue to arise too often with graduate students, but should there be an extreme case where exceptional personal difficulties, *clearly beyond the student’s control*, prevents him/her from completing course requirements by the end of the term, an Incomplete can be given **ONLY IF** the issue is discussed with me in person well before the last class day. If a student is able to attend work and maintain normal life activities, then I consider him/her able to complete course requirements on time.

Evaluation Procedures

Graded Assignments	Points Awarded	Grading Scale
Course Activities (6 @ 10 points)	60	A: 382-425 B: 339-381 C: 296-338 D: 253-295 F: 0-252
Research Proposal (includes Introduction/Statement of problem, Literature Review, and Methodology/Instrumentation)	100 pts.	
Mid-term Exam	100 pts.	
Final Exam	100 pts.	
Formal Presentation	25	
Action Research Participation – Data Collection and Analysis	40	
Total	425 pts	

Description of Course Requirements/Assignments/Field-Based Learning Activities

Examinations: A mid-term and final examination will be administered. The exams will be comprehensive evaluations of all material covered in the course. The exams will include objective, subjective, and constructive formats.

Course Activities: Activities to help us apply content will be completed and submitted according to directions of instructor. We may do more than six (one or two in class on occasion) but the top six grades will be taken.

Research Proposal: Students will write a research proposal on a problem relative to their professional areas; the proposal will include an introduction, purpose of the study, literature review, and description of methodology on a relevant educational topic using a traditional research report format and APA writing style. Proposals are submitted using the Turnitin® system to recognize possible plagiarism and assist students in learning how to avoid plagiarism. A plagiarized assignment will receive a grade of zero (0). Information regarding this system along with other information on plagiarism is available at the following URL: http://turnitin.com/research_site/e_home.html.

Presentation of Research Project: Your proposed research project will be presented to the class in a poster or Powerpoint medium describing the project problem, methodology/instrumentation to be used, and overall rationale for the problem to be investigated.

Action Research Project: You will also be participating in a class action research project, led by your professor, that will consist of students collecting data as part of a program evaluation here at the university. I think you will find this an interesting and useful learning experience that will assist you in future professional endeavors.

How this Course Meets the Standards for the K-12 Master Teacher Areas

Justification: Administrators, curriculum leaders, and teacher leaders of the 21st century must have a deep understanding of education research and its importance in educational improvement efforts. Culturally and economically diverse student populations require educators use their knowledge of education literature and scientifically-based research to evaluate the effectiveness and applicability of solutions to challenges in teaching and learning. For instance, for the public school sector the No Child Left Behind (NCLB) Act requires the use of scientifically-based research that:

- Employs systematic, empirical methods that draw on observation or experiment;
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conditions drawn;
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers and across multiple measurements and observations; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review (Title I, Part B, Subpart 1, Section 1208).

Therefore, educators must be familiar with the terms and processes involved in scientifically-based research.

Master Reading Teacher Standards

Standard II: The Master Reading Teacher selects and administers appropriate reading assessments on an ongoing basis and uses the results to design, inform, and adjust instruction to promote literacy.

Standard VI: The Master Reading Teacher facilitates appropriate, research-based reading instruction by communicating and collaborating with educational stakeholders; mentoring, coaching, and consulting with colleagues; providing professional development for faculty; and making decisions based on converging evidence from research.

Master Mathematics Teacher Standards

Standard VIII: The Master Mathematics Teacher selects, constructs, and administers appropriate assessments to guide, monitor, evaluate, and report student progress to students, administrators, and parents, and develops these skills in other teachers.

Standard IX: The Master Mathematics Teacher facilitates appropriate standards-based mathematics instruction by communicating and collaborating with educational stakeholders; mentoring, coaching, exhibiting leadership, and consulting with colleagues; providing professional development opportunities for faculty; and making instructional decisions based on data and supported by evidence from research.

Master Technology Teacher Standards

Standard II: The Master Technology Teacher selects and administers appropriate technology-related assessments on an ongoing basis and used the results to design and improve instruction.

Standard V: The Master Technology Teacher facilitates appropriate, research-based technology instruction by communicating and collaborating with educational stakeholders; mentoring, coaching, and consulting with colleagues; providing professional development opportunities for faculty; and making decisions based on converging evidence form research.

Requirements for Technology Integration/Enhanced Instruction

The Instructor will:

- support instruction using the classroom presentation system.
- summarize material using PowerPoint presentations.
- utilize Web sites for current and supplemental information.
- conduct learning activities through Blackboard

Students will:

- use electronic resources to locate education research literature.
- employ Web resources to format and submit research proposals. The APA Manual, 6th edition will be used to ensure proper APA style formatting for the organization of writing and references.
- construct assignments in a variety of environments including word processing, spreadsheet and slide show.
- use Turnitin® to review all written work for plagiarism.
- complete course activities through Blackboard.

Course Outline for August 27 through December 6th

The instructor reserves the right to make changes to the course syllabus and will notify students accordingly.

Session	Topic	Typical Assignment for Chapter Readings and other Assignment Due Dates
(1) August 27	<ul style="list-style-type: none">• Introduction• Overview of The Research Process• Review of syllabus and explanation of course assignments and Blackboard	<ul style="list-style-type: none">• Chapters 1 + Practice Activities 1.2 and 1.3; try the quiz feature or interactive feature• Bring a research article to class
(2) Sept. 3	<ul style="list-style-type: none">• Identifying a Research Problem• Research Questions/Hypotheses• Variables	<ul style="list-style-type: none">• Chapter 2 and 5

(3) Sept. 10	<ul style="list-style-type: none"> • Searching and Reviewing the Literature • Library Databases/Searching Techniques 	<ul style="list-style-type: none"> • Chapter 3 and Written Assignment #1 - Statement of Research Problem/Hypothesis/Res. Question
(4) Sept. 17	<ul style="list-style-type: none"> • Introduction and Rationale for Quantitative/Qualitative Methods • Overview of Research Designs 	<ul style="list-style-type: none"> • Lit Research Graded Assignment #2
(5) Sept. 24	<ul style="list-style-type: none"> • Methodology (Planning) • Instrumentation • Ethics in Research 	<ul style="list-style-type: none"> • Ch. 4 and 7 • Complete the IRB training on-line <u>after</u> tonight's class; bring certificate on Oct. 1
(6) Oct. 1	<ul style="list-style-type: none"> • Writing the literature review • Professional Writing Tips and Succinct Writing • APA Basics (tutorial) 	<ul style="list-style-type: none"> • Graded Assignment # 3 • Bring APA manual to class this evening • View the website on scholarly writing in prep for class today
(7) Oct. 8	Exam I	
(8) Oct. 15	<ul style="list-style-type: none"> • Sampling Techniques • Validity and Reliability • 	<ul style="list-style-type: none"> • Graded Assignment # 4 • Chapter 6, 8, and 9
(9) Oct. 22	<ul style="list-style-type: none"> • Procedures for Data Collection • Begin Quantitative Designs 	<ul style="list-style-type: none"> • DUE - Literature Review due
(10) Oct. 29	<ul style="list-style-type: none"> • Continue Quantitative Designs 	<ul style="list-style-type: none"> • Prescribed sections of Ch. 13, 14, 15, 16
(11) Nov. 5	<ul style="list-style-type: none"> • Survey Research • Begin Qualitative section 	<ul style="list-style-type: none"> • Chapter 17, 18 • Graded Assignment # 5
(12) Nov. 12	<ul style="list-style-type: none"> • Conclude Qualitative 	<ul style="list-style-type: none"> • Chapters 19, and sections of 20, 21, 24 • Graded assignment # 6
(13) Nov. 19	<ul style="list-style-type: none"> • Data Analysis • Illustrating and Discussing Results • Writing conclusions/implications and recommendations 	<ul style="list-style-type: none"> • DUE – Research Proposal • Chapter 25 • All data due on Action Research project

(14) Nov. 26	No class meeting on-site; re-assigned time for take-home exam	<ul style="list-style-type: none"> • NOTE: Take-home exam due today – submit through BB course shell
(15) Dec. 3	Research Student Presentations today	Submit a copy of your presentation please to me today

Additional References or Recommended Readings – Not Required

- Andersen, R. (1994). *Powerful writing skills*. Hawthorne, N.J.: Career Press.
- Bernhardt, V. L. (2000). *Designing and using databases for school improvement*. Larchmont, NY: Eye on Education.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Denzin, N. K. & Lincoln, Y. S. (Eds.). (2000). *Handbook of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Glazer, S.M., & Brown, C.W. (1993). *Portfolios and beyond: Collaborative assessment in reading and writing*. Norwood, MA: Christopher-Gordon Publishers.
- Glesne, C. (1999). *Becoming qualitative researchers* (2nd ed.). New York: Addison Wesley Longman.
- Gubrium, J.F. & Holstein, J. A.(Eds.). (2001). *Handbook of interview research: Context and methods*. Thousand Oaks, CA: Sage.
- Harris, R. A. (2003). *Writing with clarity and style: A guide to rhetorical devices for contemporary writers*. Los Angeles, CA: Pyczak Publishing.
- Henson, K.T. (1999). *Writing for professional publication: Keys to academic and business success*. Boston, MA: Allyn and Bacon.
- McMillan, J. H., & Schumacher, S. (2001, 5th ed.) *Research in education: A conceptual introduction*.
- Miles, M.B. and Huberman, M. A. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage.
- Milinki, A. K. (1999). *Cases in qualitative research*. Los Angeles, CA: Pyczak Publishing.
- Pan, M. L. (2004). *Preparing literature reviews: Qualitative and quantitative approaches*. Glendale, CA: Pyczak Publishing.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- Provost, G. (1985). *100 ways to improve your writing*. New York, NY: Penguin Group.
- Publication Manual of the American Psychological Association. (2001, 5th ed.) Washington D.C.: American Psychological Association.
- Rowntree, Derek. (1981) *Statistics without tears: A primer for non-mathematicians*.
- Vogt, W. Paul. (1993) *Dictionary of statistics and methodology*. (ISBN: 0-8039-5276-7).
- Williams, Frederick. (1986) *Reasoning with statistics: How to read quantitative research*.

Internet Resources

AskERIC	http://www.eric.ed.gov
American Psychological Association	http://www.apastyle.org
Education Research Service	http://www.ers.org
U.S. Department of Education	http://www.ed.gov/nclb/methods/whatworks/research/index.html
What Works Clearinghouse	http://ies.ed.gov/ncee/wwc/overview/
Bookmarks	http://www.mybookmarks.com/

**Students seeking a professional certificate must meet with the certification officer, Mrs. Bonnie Johnson, for official admittance into a certification program. Her office is University Center 245; office hours are 8am-5pm and she can be contacted by phone at 903-223-3048.