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EDUC 595: Using Research for Best Practices
Course Syllabus

Content Tentative and Subject to Change

**Course
Information**

Required Texts:

EDUC 595 Research Methods – ISBN – 9781121318021. This book may be ordered from <http://www.mcgrawhillcreate.com/shop>. Just copy and paste the ISBN number into the search window.

Publications Manual of the American Psychological Association (6th ed.). (2010) Washington D.C.: American Psychological Association.

Each week, I will provide you with detailed step-by-step instructions in reference to course guidelines to include audio presentations within weekly modules that you can access via our EDUC 595 course shell. Please carefully review all text and videos that I provide for you within each weekly module.

This course is broken down into seven modules (one module per week). Each week will begin on a Monday and conclude the following Midnight Sunday.

Course Description:

This course provides a review of significant research designs used in the field of education in order to seek out “best practices” in the classroom, on the campus and district wide. Emphasis is placed on the process and consumption of research. The student is required to demonstrate competence in developing and refining research techniques for “best practices.”

Student Learning Outcomes:

To advance understanding of the scientific method

To become able and inclined to independently learn more about research methods and

techniques relevant to professional work

To be able to read, evaluate and apply research literature to educational problems

To be able to use the library in problem formulation

To become familiar with general methods of data collection and analysis and how to draw conclusions based on data

To understand the purposes, assumptions and ethics of qualitative and quantitative research

To appreciate the relationship between theory, research and practice and to use this appreciation to become practitioner-scholars and consumers of research

To prepare and execute the steps in the process of research.

Course Design of the Class and Communication:

Requirements

This is a 100% online class. All instruction and assignments will be delivered using the Moodle learning media platform. Please periodically review (a) updated announcements within the EDUC 595 Moodle course home page for updated information pertaining to this course. In order to minimize confusion and repetition, I would like to communicate through personal email as little as possible. If you would prefer to correspond via the telephone, simply email me a telephone number where I can reach you and a time that would be convenient for me to call you.

Assignments:

Assignments that you complete for this course should not have been used in other courses.

You must complete all assignments to earn an A in this course.

Grading Rubric: A: 130 - 117 B: 116 - 104 C: 103 - 91 D: 90 - 78 F: 77 - 0

Research Plan (70 total points):

The core of this course is the development of a research plan. Through the analysis of appropriate research literature, you will identify a problem that you wish to further investigate. This problem needs to be one that is “researchable” and related to an area in education. Throughout the semester, you will conduct a series of activities to assist you in completing a formal research plan.

If developing a research plan seems intimidating to you, try not to worry too much. We will take “baby steps” each week throughout the semester that will enhance your preparation to effectively complete a research plan. As long as you put forth quality academic effort and

carefully adhere to the course modules each week, you should be in good shape. Your research plan will ultimately consist of the following sections:

- Statement of the Problem
- Research Questions
- Significance of Study
- Method
 - Selection of Sample
 - Design
 - Data Analysis
- References

595 Research Plan Grading Rubric	
<i>CLAQWA (modified), Flateby & Metzger - University of South Florida</i>	
Module 1 Assignment	
Points	Statement of the Problem
10	The research plan clearly has addressed the statement of the problem and need for the study.
8	The statement of the problem is clear, although a rare extraneous element is introduced.
6	The research plan has a statement of the problem, but additional unrelated ideas distract the reader.
4	The statement of the problem is unclear.
2	The research plan lacks a statement of the problem or appears to reflect the writer's "free association."
Module 2 Assignment	
Research Questions	
10	All research questions are well written and relate to research topic.
8	Majority of research questions are well written and relate to research topic.
6	Research questions slightly deviate from research topic and have room for improvement.

4	Research questions are unrelated to research topic.
2	Research questions are poorly written, unrelated to problem.
Module 3 Assignment	
References	
10	All references are appropriate with no APA errors.
8	Most references are appropriate and/or limited APA errors.
6	Some references are appropriate and/or limited APA errors.
4	Many references are inappropriate and/or a variety of APA errors.
2	Most references are inappropriate and/or excessive APA errors.
Module 6 Assignment	
Significance of Study	
10	The significance of study clearly contributes to the proposal, which is obvious, specific and appropriate.
8	The writer's significance of study is present, appropriate for the research plan.
6	The writer's significance of study is present and appropriate, but elements may not clearly contribute to the statement of the problem.
4	The writer's significance of study is inappropriate for the research plan.
2	The writer's significance is not evident.
Selection of Sample	
10	Target population was identified and appropriate method used for selection of sample of participants. Description of participants was included and appropriate in ability to provide data in answering research questions.
8	Little discussion of target population; however sampling technique used for selection was discussed and appropriate in providing data for research questions. Description of participants provided.
6	No discussion of target population and room for improvement in sample technique used. No description of actual participants.

4	No discussion of target population and poor sampling technique used.
2	No discussion of target population and/or sampling technique used. Participants targeted for study were inappropriate for providing data to research questions.
Module 7 Assignment	
Design	
10	Procedure for collecting and analyzing data was sound, effective and realistic to addressing the research questions and/or hypotheses statements posed in proposal. Provides a clear roadmap to the reader.
8	Procedure for collecting and analyzing data was appropriate for research questions and/or hypotheses statements posed in proposal. Room for improvement with description.
6	Procedure for collecting and analyzing data was average for research questions and/or hypotheses statements posed in proposal with room for improvement.
4	Procedure for collecting and analyzing data was attempted for research questions and/or hypotheses statements posed in proposal; however, better description is needed.
2	Procedure of collecting and analyzing data was inappropriate and unrelated to research questions and/or hypotheses statements posed in proposal.
Data Analysis	
10	Description of analysis of data excellent. Methods used for analysis of data appropriate.
8	Description of analysis of data good. Methods used are appropriate with some room for improvement.
6	Description of analysis of data average.
4	Little description of analysis of data. Need major revisions.
2	Inaccurate description provided for analysis of data.

Module Discussion Forums (4 @ 5 points each):

Four modules within this course will be devoted towards developing particular sections of your research plan. The sharing of feedback with your classmates is expected to strengthen the outcome of your research plan as you will be exposed to a variety of ideas and be provided with constructive criticism for improvement. Please refer to the following discussion forum rubric.

EDUC 595 Discussion Forum Grading Rubric

Timeliness of posting your initial work to allow sufficient time for peer feedback. Post by the Thursday prior to the Sunday module assignment date.	0 1 2 3
Quality of constructive feedback that you provide to at least two peers in reviewing their work prior to the Sunday module assignment due date.	0 1 2
	Point Total = /5

Research Design Critique Reports (2 @ 20 points each):

One objective of this course revolves around learning about different types of research designs. Within Modules 4 and 5, you are asked to complete a research design critique report to assess your understanding of research designs.

EDUC 595 Research Design Critique Report Grading Rubric <i>CLAQWA (modified), Flateby & Metzger - University of South Florida</i>	
Points	Assignment Requirements
5	Addresses and develops each aspect of the assignment and goes beyond the assignment prompt to address additional related material.
4	Addresses each aspect of the assignment.
3	Addresses the appropriate topic and partially fulfills assignment requirements.
2	Addresses the appropriate topic, but omits most or all of the assignment requirements.
1	Off topic or vaguely addresses the topic.
	Quality of Details

5	Provides details that help develop each element of the text and provide supporting statements, evidence or examples necessary to explain or persuade effectively.
4	Provides details that support the elements of the text with sufficient clarity, depth and accuracy.
3	Provides details that are related to the elements of the text, but do not support those elements with sufficient clarity, depth or accuracy.
2	Provides details that are loosely related to the elements of the text, but are lacking clarity, depth and accuracy.
1	Provides details that do not develop the elements of the text.
Quantity of Details	
5	All points are supported by a sufficient number of details.
4	All points are developed, but some may need additional details.
3	Additional details are needed to develop some points.
2	Additional details are needed to develop most points.
1	Virtually no details are present.
Grammar and Mechanics	
5	Sentences are grammatically and mechanically correct.
4	Rare grammatical and mechanical errors exist, but do not affect readability.
3	A limited variety of grammatical errors exist.
2	A variety of grammatical errors appear throughout the text possibly affecting readability.
1	Most sentences exhibit multiple grammatical and mechanical errors, obstructing meaning.
Earned Point Total: /20	

Technology This is an online class. All instructional activities and assignments will be delivered and

Requirements received online using the eCollege learning media platform. The following technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Document Productivity Software (Microsoft Office preferred)

Access and Navigation Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

eCollege Access and Log in Information (7.1)

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamu-commerce.edu/login.aspx>.

You will need your CWID and password to log into the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.

Course and University Specific Procedures/Policies

ADA Statement:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148 StudentDisabilityServices@tamu-commerce.edu

Student Disability Resources & Services

Scholarly Expectations:

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level. .

Dropping the Class:

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades:

Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks." You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

Academic Honesty:

Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2010) for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University.

"Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing

course assignments) and abuse (destruction, defacing, or removal) of resource material."
(Texas A&M University –Commerce, Graduate Catalog).

COURSE CALENDAR:

Each module begins on a Monday and concludes the following Midnight Sunday.

Module 1
Chapters 1, 2 Overview of Research Processes and Products Overview of Research Problems and Methods Discussion Forum; Module 1 Assignment (Identify Research Topic, Statement of the Problem)
Module 2
Chapters 3, 13 Problem Statements and Literature Reviews Creation of Research Problems and Literature Reviews Discussion Forum; Module 2 Assignment (Research Questions)
Module 3
Chapter 14 Creation of Proposals for Research Projects APA Library Databases No Discussion Forum (References)
Module 4
Chapters 6, 7 Design Procedures for Experimental Research

Design Procedures for Descriptive Research

No Discussion Activity; Module 4 Assignment (M4 Research Design Critique Report)

Module 5

Chapters 4, 5

Chapters 10, 11

Qualitative Research Procedures and Results

Historical Research Procedures and Results

No Discussion Activity; Module 5 Assignment (M5 Research Design Critique Report)

Module 6

Chapters 4, 5

Participant Procedures

Instrumentation Procedures

Discussion Forum; Module 6 Assignment (Significance of Study, Selection of Sample)

Module 7

Chapters 8, 9, 12

Descriptive Statistical Analyses and Results

Inferential Statistical Analyses and Results

Discussions and Results

Discussion Forum, Module 7 Assignment (Design, Data Analysis)