



**EDAD 595.04-05W Using Research for Best Practice
COURSE SYLLABUS: SPRING 2013**

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Gay, L.R., Mills, G. E., & Airasian, P. (2009). *Educational research: Competencies for analysis and applications* (10th ed.). Upper Saddle River, NJ: Merrill.

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

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:

1. To advance understanding of the scientific method
2. To become able and inclined to independently learn more about research methods and techniques relevant to professional work
3. To be able to read, evaluate and apply research literature to educational problems
4. To be able to use the library in problem formulation
5. To become familiar with general methods of data collection and analysis and how to draw conclusions based on data
6. To understand the purposes, assumptions and ethics of qualitative and quantitative research

7. To appreciate the relationship between theory, research and practice and to use this appreciation to become practitioner-scholars and consumers of research
8. To prepare and execute the steps in the process of research.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

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 statement of the problem and need for the study is clearly addressed.
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.
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 research plan, 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 posed in the research plan. Provides a clear roadmap to the reader.
8	Procedure for collecting and analyzing data was appropriate for research questions posed in the research plan. Room for improvement with description.

6	Procedure for collecting and analyzing data was average for research questions posed in proposal with room for improvement.
4	Procedure for collecting and analyzing data was attempted for research questions posed in proposal; however, better description is needed.
2	Procedure of collecting and analyzing data was inappropriate and unrelated to research questions statements posed in the research plan.
	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.

Grading

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. Late assignments submissions are not accepted. If an unusual situation occurs that warrants special consideration, know that assignments will not be accepted nor graded beyond the final day of the course.**

Grading Rubric: A: 150 – 135 B: 134 – 120 C: 119 – 105 D: 104 – 90 F: 89 – 0

TECHNOLOGY REQUIREMENTS

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

- Please submit all written assignments in WORD (required)

ACCESS AND NAVIGATION

This is a 100% online class. All instruction and assignments will be delivered using the eCollege learning media platform. Please periodically review (a) updated announcements within the EDAD 595 *eCollege* course home page for updated information pertaining to this course, and (b) check your university e-mail account frequently.

COMMUNICATION AND SUPPORT

In order to minimize confusion and repetition, I would like to communicate through personal email as little as possible. Therefore, each of the seven modules within our EDAD 595 course shell has a link entitled *Module Q&A* where you can post questions and review responses to questions that pertain to course information as we progress through this course.

That said, please communicate with me in whatever form you are comfortable (e-mail or through the *Module Q&A* Forums); however, avoid using the public forum for confidential matters. If you would prefer to correspond via the telephone, you are welcome to do so; but please do not call after 9:00 p.m.(CST). Prior to asking a question, please quickly review previous responses within a particular *Module Q&A* forum as your question may already have been addressed. You are also welcome to respond to a classmate's question if you can accurately address the issue.

Another way to interact with me is through *ClassLivePro*, which is a synchronous online tool that provides an additional avenue for you to ask me questions pertaining to course content. You will find instructions on how to access *ClassLivePro* within our Module 1 agenda. If you would like to schedule a time to meet with me virtually via *ClassLivePro*, please request a time within the particular Module Q&A Forum. Click **Live** at the top of the *eCollege* course page followed by **Join Session**. Having high speed Internet and a microphone will make your *ClassLivePro* experiences more enjoyable. *ClassLivePro* participation is not mandatory.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

All assignments for the course must be submitted to the appropriate drop box as indicated Within the course modules.

University Specific Procedures:

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

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

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

Module 1
Introduction to Educational Research (Chapter 1) Selecting & Defining a Research Topic (Chapter 2) Discussion Forum; Module 1 Assignment (Identify Research Topic, Statement of the Problem)
Module 2
APA Tutorial Library Databases Review of Literature (Ch. 3) Prepare and Evaluate Research Plan (Chapter 4) Discussion Forum (Research Questions); Module 2 Assignment (References, Research Questions)
Module 3

Survey Research (Ch. 7)
Correlational Research (Ch. 8)
Causal-Comparative Research (Ch. 9)
No Discussion Activity; Module 3 Assignment (M3 Research Design Critique Report)

Module 4

Experimental Research (Ch. 10)
Single Subject Experimental Research (Ch. 11)
Mixed Methods (Chapter 19)
Action Research (Chapter 20)
No Discussion Activity; Module 4 Assignment (M4 Research Design Critique Report)

Module 5

Qualitative Data Collection (Ch. 14)
Narrative Research (Ch. 15)
Ethnographic Research (Ch. 16)
Case Study (Ch. 17)
No Discussion Activity; Module 5 Assignment (M5 Research Design Critique Report)

Module 6

Select a Sample (Chapter 5)
Select Measuring Instruments (Chapter 6)
Discussion Forum; Module 6 Assignment (Significance of Study, Selection of Sample)

Module 7

Data Analysis (Chapters 12, 13, 18)
Preparing a Research Report (Chapter 21)
Evaluating a Research Report (Chapter 22)
Discussion Forum, Module 7 Assignment (Design, Data Analysis)