



EDAD 595.02W Using Research for Best Practice COURSE SYLLABUS: SUMMER 2015

Instructor: Dr. Major Nathan R. (Nate) Templeton, Ed.D.

Office Location: Young Education North, 123

Office Hours: 6 p.m. – 8:30 p.m. M,T, Th; Saturday by appointment

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Credits: 3

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Prerequisites: Graduate Admission and EDAD 626 Min Grade C

COURSE INFORMATION

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

Module Discussion Forums:

Four modules (Weeks 1,2,4 & 5) within this course contain a discussion thread activity, which serves as a peer-review component for developing parts of the research proposal. Participation in the discussion forums is critical for maximizing your learning experiences in this course. You

are required to be part of an online community who interact, through discussion, to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics we consider to be part of excellent discussion contributions are outlined below. Your facilitator will consider these characteristics when assessing the quality and level of your participation.

- You should submit your initial post(s) early in the session, and your subsequent responses to the posts of other learners at timely intervals within the duration of the module. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session. Initial posts are due by Wednesday at 10:00 p.m. Subsequent responses (replies to classmates) are due by Saturday at 10:00p.m. Posts on Day 7 will not receive credit.
- Your posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support your statements with examples from the text, lecture notes or videos, and other reference material. For example:

Mills & Gay (2015) speak of “ grounding research in emergent theory” (p.16). Therefore, John, please go back to chapter one integrate the components...

“Your research questions are yes/no. Mills & Gay (2015) discuss the component of effective research questions as those that may be answered as the result of unfettered investigation. While question number 2 is close, here’s a suggested revision...”

- Be sure cite all material using APA 6th edition. You are, however, encouraged to be succinct — keep each post and response to what is necessary to meet course expectations or to meet the parameters of the question. Keep in mind that your fellow learners will be reading and responding to you, as well.
- Make certain to address the discussion prompt(s). This does not mean you should not extend the topic, but do not stray from the topic.
- Discussions occur when there is dialogue. So, build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses. Exemplary students typically visit the discussion area 3-5 “different” times each module.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, Web sites, resources, etc. (giving credit when appropriate).
- Your contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

EDAD 595 Discussion Thread Grading Rubric

<i>Timeliness and quality your initial posting. Post to allow sufficient time for peer feedback. Post by Wednesday at 10 p.m. of the module week.</i>	0 1 2 3
<i>Quality and timeliness of constructive feedback that you provide to at least two classmates in reviewing their work prior Saturday at 10:00 p.m.</i>	0 1 2
	Point Total = /5

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. **YOU MUST READ THE ASSIGNED CHAPTERS. EXPECT POP QUIZZES**

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.

EVALUATION AND ASSESSMENTS (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 frowned upon and are accepted ONLY with prior notice and at the discretion of the professor. 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 though 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 adhere to posted office hours. 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.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

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:

Incomplete grades are extended according to university policy and only for "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks."

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.**"

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- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

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.)
(Texas A&M University –Commerce, Graduate Catalog)

COURSE OUTLINE / CALENDAR

Each module begins on a Monday and concludes the following Sunday at midnight. *The instructor reserves the right to make changes to the course outline/schedule as he deems necessary to best meet student learning and program objectives.* Changes will be reflected in the ecollege course shell.

Module 1 – WEEK ONE
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 – WEEK TWO
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 – WEEK THREE
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 – WEEK THREE
Experimental Research (Ch. 10)
Single Subject Experimental Research (Ch. 11)
Mixed Methods (Chapter 15)
Action Research (Chapter 16)
No Discussion Activity; Module 4 Assignment (M4 Research Design Critique Report)
Module 5 – WEEK THREE
Qualitative Data Collection (Ch. 19)
Narrative Research (Ch. 12)
Ethnographic Research (Ch. 13)

Case Study (Ch. 14)
No Discussion Activity; Module 5 Assignment (M5 Research Design Critique Report)
Module 6 – WEEK FOUR
Select a Sample (Chapter 5)
Select Measuring Instruments (Chapter 6)
Discussion Forum; Module 6 Assignment (Significance of Study, Selection of Sample)
Module 7 – WEEK FIVE
Data Analysis (Chapters 17, 18, 20)
Preparing a Research Report (Chapter 21)
Evaluating a Research Report (Chapter 22)
Discussion Forum, Module 7 Assignment (Design, Data Analysis)

MATERIALS – TEXTBOOKS, READINGS, SUPPLEMENTARY READINGS
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Textbook(s) Required:

Mills, G.E., & Gay, L.R. (2015). Educational research: Competencies for analysis and applications (11th ed.). Upper Saddle River, NJ: Merrill. ISBN-13: 978-0134041032

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

COURSE EVALUATIONS

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MyLEO. Instructors will not be able to view the names of students who complete the survey. All ratings and comments are confidential and anonymous and will not be available to the instructor until after final grades are posted.