



HIED 695: RESEARCH METHODOLOGY Spring 2019

Instructor: Katie Koo, PhD. Assistant Professor
Department of Higher Education and Learning Technologies
Office Location: Education North Room # 103
Office Hours: Tuesdays 10:00 am to 12:00 pm or by appointment
Office Phone: (903) 886-5604
University Email Address: katie.koo@tamuc.edu
Preferred Form of Communication: Email
Communication Response Time: Within 48 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings Textbook(s) Required

Creswell, J. W. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Upper Saddle River, NJ: Pearson. (Earlier edition is acceptable for the course) ISBN: 978013388153

American Psychological Association. (2010). *Publishing manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Description

This course provides an overview of research methodology to include basic concepts employed in quantitative and qualitative research methods in addition to computer applications for research. This course meets the requirements for a Level I research tools course. Prerequisite: Doctoral status or consent of the instructor.

You will be provided with detailed step-by-step instructions in reference to course guidelines to include audio presentations within each module that you can access via our HIED 695 D to L course shell. Please carefully review all text and videos that are provided for you within each module.

Student Learning Outcomes

- To understand the development of knowledge based on research procedures.
- To understand the use of quantitative, qualitative, and mixed design research procedures, characteristics of each type and their application and advantages.
- To apply ethical guidelines in conducting research and for the protection of human subjects of research projects.
- To develop research questions based on previous research literature, define research problems and structure appropriate purposes for the research study associated with such a problem.
- To define the use of data collection methodology and identify appropriate data collection instrument or protocol.
- To define and select an appropriate research design for various research problems including experimental, quasi-experimental, non-experimental quantitative, qualitative and mixed-methods designs.
- To define and understand the concepts for analysis of data in descriptive and inferential statistics and designs.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system: D 2 L system, using Microsoft Word and PowerPoint, using presentation and graphics programs, etc.

Instructional Methods

The learning process will be conducted via bi-weekly modules with course contents, PPT lectures, course discussions, assignments and assignment feedback, and peer review works. Additionally, one on one faculty-student meeting is available when required.

Student Responsibilities or Tips for Success in the Course

- Log into the course website regularly (preferably every other day).
- Expected amount of weekly study and participation time is 12 to 15 hours per week.
- Be prepared to be an active learner and participant for the class.
- Feel free to contact the instructor when you need help.
- Please submit all assignments on time. Late assignments are not accepted.
- Assignments that you complete for this course should not have been used in other courses.

The syllabus/schedule are subject to change.

Writing Requirements

All papers are to follow APA format guidelines. Begin papers with an APA title page. Font is to be 12 point, New Times Roman, double-spaced. Normal margins: one inch left, right, top, and bottom. Written assignments will be graded according to the following criteria:

- Completeness of response to the assignment
- Organization and coherence
- Appropriate grammar, punctuation, spelling
- Use of disciplinary format and citation style: Paper displays correct use of student's disciplinary format and citation style (APA, 6th Edition).

GRADING

Final grades in this course will be based on the following scale:

Grading Rubric: A: 155 – 140 B: 139 – 124 C: 123 – 109 D: 108 – 93 F: 92 – 0

Assessments

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

Late assignment is not accepted. However, if you have a reasonable issue on the late submission, your late module assignments will lose one letter grade (10%) per day late. The measurement of days ends at 11:59pm the following day of class. A new day begins at Midnight (12 am) at continues to 11:59 pm. Late assignments may be turned in via email.

Research Plan (80 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

-Literature Review

-Method

-Selection of Sample

-Design

-Data Analysis

-References

695 Research Plan Grading Rubric	
<i>CLAQWA (modified), Flateby & Metzger - University of South Florida</i>	
Module 1 Assignment (week 1 and week 2)	
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."
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 2 Assignment (Week 3 and 4)	
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 3 Assignment (Week 5 and 6)	
Brief Review of Literature	
20	The review of literature exhibits a logical progression of sophisticated ideas and empirical research that support the focus of the research topic.

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18	The review of literature exhibits a logical progression of ideas with sufficient empirical research that support the focus of the research topic.
16	The progression of ideas is interrupted by rare errors in logic, such as absolutes or contradictions; more empirical research is needed.
14	The attempt at a progression of ideas is unsuccessful due to errors in logic, such as absolutes or contradictions; evidence provided is not peer reviewed and/or is lacking.
12	The ideas are illogical and appear to reflect the writer's "stream of consciousness" and empirical evidence is lacking.
Module 4 (Week 7 and 8)	
Quantitative Research Design	
Module 5 (Week 9 and 10)	
Qualitative Research Design	
Module 6 Assignment (Week 11 and 12)	
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.
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.
Module 7 Assignment (Week 13 and 14)	
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 8 IRB (Week 15)	

Module Discussion Forums (5 @ 5 points each):

Five modules (Module 1, 2, 3, 6, and 7) 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.

HIED 695 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 report to assess your understanding of research designs.

HIED 695 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	

TAMUC IRB Protocol Form (10 points):

It is important to become familiar with the TAMUC Institutional Review Board (IRB) Protocol Form that you will have to "officially" complete prior to defending your dissertation proposal towards the conclusion of your doctoral program. In Module8, you are asked to complete the TAMUC Institutional Review Board (IRB) Protocol Form based on your Research Plan.

**HIED 695 TAMUC IRB Protocol Form Grading
Rubric**

10	All elements are addressed and written excellently.
8	All elements are addressed and written well with some room for improvement.
6	Most of elements are addressed and written acceptably. Need minor revisions.

4	Many elements are missing and/or writing quality is problematic. Need major revisions.
2	Unacceptable.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

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Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>

- Current anti-virus software must be installed and kept up to date.

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Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

Interaction with Instructor Statement

Please periodically review (1) updated announcements within the HIED 695 eCollege course homepage for updated information pertaining to this course and (2) your MyLeo email account in case I need to send you a confidential message. Although I will reply to emails

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from non- university email accounts, I will only send original messages to MyLeo email accounts. Thank you for understanding my request, as I have no control over firewalls from your home or work.

Participation & Communication: I expect each of you to be active and thoughtful participants within the learning environment and your learning community. You are to expect the same of me. This includes completing the extensive readings related to course topics, team and/or individual research plan topics and participation in research plan revision activities (submission of individual draft sections and evaluation of draft sections from other class members).

- Email is the best way to reach me as I check it daily. A reply will be sent within 48 hours during week days, depending upon the time your message was received.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

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

Late assignment is not accepted. However, if you have a reasonable issue on the late submission, your late module assignments will lose one letter grade (10%) per day

Respect Differing Views

As with all graduate courses, this course deals with ideas. Please be respectful of individuals with ideas and beliefs that differ from your own. People can have complex reasoning for what is seen as, on the surface, a simple idea. Only civil and even-tempered discussions will be permitted in class.

The syllabus/schedule are subject to change.

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. Please note that recycling your previous paper submitted to other courses for this class is considered as a plagiarism.

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.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

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."

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

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 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)

document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Spring

MODULE	TOPIC	ASSIGNMENTS
Module 1: 1/14-1/27	-Introduction -Shaping research topics -Writing problem statements and research questions	-Statement of the Problem -Research Questions -Discussion forum (including responding to at least 4 peers) -Textbook chapters -Course contents and video
Module 2: 1/28-2/10	-APA formatting -How to search for literature	-Reference -Discussion forum -Text chapters -Course contents and video
Module 3: 2/11-2/24	-Literature review	- Brief Literature review -Discussion forum -Text chapters -Course contents and video
Module 4:2/25-3/10	- Quantitative research design	-Quantitative article critique -Discussion forum -Text chapters -Course contents and video
Module 5: 3/18-3/31	-Qualitative research design	-Qualitative article critique -Discussion forum -Text chapters -Course contents and video
Module 6: 4/1-4/14	-Data collection	-Research design plan -Data collection plan -Discussion forum

The syllabus/schedule are subject to change.

		-Text chapters -Course contents and video
Module 7: 4/15-4/28	-Data analysis -Interpreting data -Peer review	-Data analysis -Discussion forum -Peer review due -Text chapters -Course contents and video
Module 8: 4/29-5/5/2019	-IRB -Final research proposal	-IRB -Final research proposal -Discussion forum (say good bye) -Course contents and video

**HIED 695 original course was developed by Dr. Seung Won Yoon and updated by Dr. Katie Koo*