EDUC 5302
Developing an Educational Research Proposal
<u>**Spring 2022, Online**</u>

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COURSE DESCRIPTION:
Continuation of EDUC 5301. Students will develop competency in the skills needed to conduct educational research through the systematic review of responsible research practices. Students will be expected to produce, present, and defend a well-developed research proposal at the conclusion of the semester. Online sections of this course will have a per credit hour fee. Please see the official University Catalog for current fee amount and details. The last day to withdrawal from this course is March 28, 2022.

Prerequisite: Formal admission to graduate program, EDUC 5301, consent of advisor

STUDENT LEARNING OUTCOMES:
As a result of this course, students will be able to:

1. Describe the primary components of a research proposal.
2. Conduct effective literature reviews and critically evaluate educational research.
3. Develop an educational research project with defensible goals, methods, and analytic plan.
4. Communicate the significance of the proposed results of their research in written fashion.
5. Describe the steps needed to protect the rights and welfare of human subjects when conducting educational research.

Required Software:

JAMOVI (v. 1.6.23 or later) (Available for free at https://www.jamovi.org/download.html)

Readings (to be distributed by instructor):

Boudah, D. J. (2020). *Conducting educational research: Guide to Completing a thesis, dissertation, or action research project. (2nd Ed)*. Thousand Oaks, CA: Sage.

Bem, D. J. (1987). Writing the empirical journal. *The compleat academic: A practical guide for the beginning social scientist*, 171-201.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches (4th Ed)*. Sage Publications

Dahlberg, L., & McCaig, C. (Eds.). (2010). *Practical research and evaluation: A start-to-finish guide for practitioners*. Sage.

Harlacher, J. (2016). An Educator's Guide to Questionnaire Development. REL 2016-
108. *Regional Educational Laboratory Central*.

Mertler, C. A. (2019). *Action research: Improving schools and empowering educators*. Sage
Publications.

Supplemental Readings:

Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*.
Rand McNally & Company.

Coughlan, M., Cronin, P., & Ryan, F. (2007). Step-by-step guide to critiquing research. Part 1:
quantitative research. *British journal of nursing*, *16*(11), 658-663.

Gibbons, B., & Herman, J. (1996). True and Quasi Experimental Designs. *Practical Assessment,
Research & Evaluation*, 4
Available at: https://scholarworks.umass.edu/pare/vol5/iss1/14

Peel, K. L. (2020). A beginner's guide to applied educational research using thematic
analysis. *Practical Assessment, Research, and Evaluation*, *25*(1), 2.

Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research
instruments in science education. *Research in science education*, *48*(6), 1273-1296

Thompson, B (1994). The concept of statistical significance testing. *Practical Assessment,
Research & Evaluation*, 4(5). Available online:
http://PAREonline.net/getvn.asp?v=4&n=5.

Vance, D. E., Talley, M., Azuero, A., Pearce, P. F., & Christian, B. J. (2013). Conducting an
article critique for a quantitative research study: perspectives for doctoral students and
other novice readers. *Nursing: Research and Reviews*, *3*, 67-75.

Course Policies and Expectations:

Course Environment: This is an online course that is delivered through the Canvas
Learning Management System. As such, it is imperative that you check Canvas for necessary
information and course materials. If you experience technical problems or have a technical
question about this course, you can obtain assistance by emailing
itsupport@patriots.uttyler.edu. When you email IT Support, be sure to include a complete
description of your question or problem including: (1) the title and number of the course, (2)
the page in question, (3) If you get an error message, a description and message number, and
(4) what you were doing at the time you got the error message

Written Assignments: All written assignments should be typed (double-spaced, Times New
Roman, 12-point font) and submitted by midnight Central Standard Time on the due date. All
written assignments should be submitted through the assignment link that I will provide.

Please name written assignments using the following convention: last name, first initial, assignment title (ex. Last_F_Assignmenttitle). Assignments completed for other courses may **NOT** be turned in for this course and will be considered **academic dishonesty**.

Email: Questions and concerns about course content and assignments should be submitted to my email. I will make every effort to respond quickly to your emails. Generally speaking, I check email twice a day during the workweek and less frequently on the weekend. If my schedule makes me unavailable to answer emails for an extended period, I will try to post an announcement so that you can plan accordingly. My priority is communicating with you and providing you with the tools needed to be successful in the course, so if there are any problems, we will work to solve them.

Late Work Policy: Late work refers to any course assignment that is submitted after the stated deadline. **Late work will be accepted in this class. However, there will be a 10% penalty for each late day.** Practically, this means that you will not receive credit for an assignment if you submit after 10 or more days. Importantly, the late work policy does not apply to discussion board posts. Discussion board posts and replies will not be accepted after the stated deadline.

Student Assignments & Projects:

The course is designed to be delivered in a "module format." This means that there will be a few different modules that you will work through that include their own readings, assignments, quizzes, and tests. The modules will be presented in a standardized format. The following are standard activities that will be included in the modules:

Readings: This course requires a considerable degree of independent reading to ensure that you develop content mastery. There will be two main reading requirements throughout the semester. Specifically, you will be required to read selections from the various textbooks and research articles that I will assign. All readings will be available on the Canvas site.

Lecture Videos: Each week, I will post lecture videos to the Canvas site to support the development of content mastery. The topic of each lecture video(s) will be related to key concepts found within the readings for that week. The lecture video(s) for each topic will be available on the Canvas site each Monday morning beginning at 9:00 am Central Standard Time. The Texas higher education coordinating board requires all courses include 50 minutes of direct instruction per credit hour. With that in mind, please expect that the lectures in this course will be similar in length to those seen in a traditional face-to-face course.

Discussion Boards: You will participate in several discussion board forums across the semester.

Self-Reflections. Research shows that metacognition (the ability to reflect on study success and make changes) is critical for success in college. As such, I will be asking you to complete several low-stakes reflections designed to increase metacognitive ability. I will provide information about these assignments later in the semester.

Buddy System. Each of you has been assigned to a "buddy group" for the duration of the course. This means that you now have a small group of peers to reach out to if you are uncertain about something, you need some help, you are struggling, or you need some words of encouragement. Your job is to help each other succeed in this course. You will receive points for creating a plan to support one another and will graded on how "well" you support the success of your peers. You will also work with individuals in your buddy group to complete peer reviews of the major paper components.

Literature Review Draft: Students will be expected to create an in-depth literature review organized around a topic(s) relevant to the field of education. The literature review will conclude with research question(s) that are designed to address a gap in the educational literature. This assignment will be graded on APA format, overall writing quality, and alignment among the literature review and research questions, the testability of the research question(s).

Methodology Draft: Students will be expected to identify a research strategy and method(s) of data collection that will allow them to address their research question effectively. This assignment will be graded on APA format, overall writing quality, and the appropriateness of the research strategy and data collection method(s).

Final proposal: The final assessment for this course will be the completed draft of a high-quality educational research proposal. The final proposal must include an in-depth review of the literature related to an educational topic, research questions, study design, methods of data collection to be used, and analysis procedures. This assignment will be graded on APA format, overall writing quality, alignment among the literature review and research questions, the testability of the research question(s), and the appropriateness of the research strategy, data collection methods, and analytic plan.

Data Analysis Assignments: A substantial amount of time in the course will be devoted to writing the various aspects of the action research proposal. To ensure that you are making adequate progress and staying on track, we will be completing writing check-ins throughout the semester. During the check-in you will report on the progress that has been made, challenges you have encountered during the writing process, and outline next steps.

Due Date: Unless stated otherwise, all assignments are due before Midnight on Sunday the week that they appear on the course schedule. Stated another way, each week's assignments are due before Midnight on Sunday.

Grade Item	% of Final Grade	Total Points
Discussion Board Posts	17.50%	25 points each X 7 DB posts = 175 total points
Writing Check Ins	4%	4 Assignments x 10 points = 40 points total
Literature Review Draft	10%	100 Points
Method Section Draft	10%	100 Points
Final Research Proposal	50%	500 points
Online Buddy System Process Overview	2.5%	25 Points
Online Buddy Peer Review	4%	30 points
Self-reflection activities	2%	10 points each X 2 Reflections = 20 total points
Course Total		Approximately 1000 points

Please note: The number, content focus, and point value of all assessments and assignments is an approximation and may change.

Letter Grades: Letter grades will be assigned using the following guidelines:
A: 90% of points or above, B: 80% - 89 % of points, C: 70% - 79% of points, D: 60.00% - 69% of points, F: 59% of points or below

Date	Topic(s)	Required Reading(s)	Supplemental Readings (Optional)	Discussion Board Post	Other Assignments
		Proposed Semester Schedule			
Week 1					
Jan 10th – Jan 16th	Course Orientation & Introduction to Action Research	Boudah Ch:1 Dahlberg & McCraig Ch: 7		Introductions & Syllabus Reconnaissance	Buddy System Group Norms Contract
Week 2					
Jan 17th – Jan 23rd	Analyzing Empirical Sources & Research Topics, Questions, & Hypotheses	Mertler Ch:3	Coughlan et al., 2007 Vance, 2013	5301 Topic Overview	
Week 3					
Jan 24th – Jan 30th	Writing the literature review	Mertler Ch:8 Bem,1987		Problem statement, research question, and hypotheses discussion	

Date	Topic(s)	Required Reading(s)	Supplemental Readings (Optional)	Discussion Board Post	Assignments
Week 4: Writing Week					
Jan 31st – Feb 6th					Lit Review Progress Check #1
Week 5: Writing Week					
Feb 7th – Feb 13th					Lit Review Progress Check #2
Week 6: Writing Week					
Feb 14th – Feb 20th					Literature Review Draft
Week 7					
Feb 21st – Feb 27th	Overview of Quantitative Research Process	Experimental Research Chapter

Mertler Ch:5 (Quantitative Content)

Peer Review Guide | Select Portions of Campbell and Stanley (1963)

Gibbons & Herman, 1996 | Literature Review Peer Review | Self-Reflection #1 |
| **Week 8** | | | | | |
| Feb 28th – Mar 6th | Overview of Qualitative Research Process | Creswell & Poth: Chapter 7

Mertler Ch:5 (Qualitative Content) | Dahlberg & McCaig Ch: 8 | | |

Date	Topic(s)	Required Reading(s)	Supplemental Readings (Optional)	Discussion Board Post	Assignments
Week 9: Spring Break!					
Mar 7th – March 13th					
Week 10:					
Mar 14th – Mar 20th	Validity, Reliability and Writing the Method Section	Boudah: Chapter 4 Method Section Writing Guide		Research Design and Data Collection Discussion	
Week 11: Writing Week					
Mar 21st – Mar 27th					Method Progress Check
Week 12: Writing Week					
Mar 28th – Apr 3rd					Method Section Draft

Date	Topic(s)	Required Reading(s)	Supplemental Readings (Optional)	Discussion Board Post	Assignments
Week 13					
Apr 4th – Apr 10th	Analyzing & Reporting Quantitative Research	Mertler Ch 6 (Quantitative Data Analysis Content)	Thompson, 1994	Method Section Peer Review	
Week 14					
Apr 11th – Apr. 17th	Analyzing & Reporting Qualitative Research	Dahlberg & McCaig Ch:10	Peel, 2020	Analytic Plan and Proposed Findings Discussion	
Week 15: Writing Week					
Apr. 18th – Apr. 24th					Analytic Plan Progress Check

Self-Reflection #2 |
| **Week 16: Finals Week** | | | | | |
| Apr. 25th – Apr. 30th | | | | | Final Research Proposal (Due April 28th)

Buddy System Peer Review (Due April 28th) |

Note: All dates and content are subject to change