EDUC 5302
Developing an Educational Research Proposal
<u>**Spring 2020, Online**</u>

Instructor: Christopher L. Thomas, Ph.D.
Office: BEP 204
Office Hours: Tuesday and Thursday 10:00 – 11:30 am (& by appointment)
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Last day to withdraw: March 30, 2020

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.

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 Student Resources:

Textbook:

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

ISBN: 9781544351698

Available from the UTT bookstore or online.

Additional Readings (to be distributed by instructor):

Adams, P. J., & Buetow, S. (2014). The place of theory in assembling the central argument for a thesis or dissertation. *Theory & Psychology*, *24*(1), 93-110

Awad, G. H., Patall, E. A., Rackley, K. R., & Reilly, E. D. (2016). Recommendations for culturally sensitive research methods. *Journal of Educational and Psychological Consultation*, *26*(3), 283-303.

Burkhardt, H., & Schoenfeld, A. H. (2003). Improving educational research: Toward a more useful, more influential, and better-funded enterprise. *Educational researcher*, *32*(9), 3-14.

Gray, K., & Wegner, D. M. (2013). Six guidelines for interesting research. *Perspectives on Psychological Science*, *8*(5), 549-553.

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). Late assignments **will not be accepted and will receive a score of 0.** 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.

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 course textbook and research articles that I will assign. All research articles will be available on the Canvas site. I will also be posting supplemental readings for many of the topics that we will cover this semester. These readings are optional and are provided for those who would like to explore the course topics in more detail.

> **Lecture Videos:** Each week, I will post short 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.

> **Quizzes:** There will be several short quizzes in the semester (roughly one per chapter). These will be delivered online and will serve to provide a check of your understanding. The quizzes will also provide you with an idea of the types of questions you may see in the tests). Late quizzes **will not be accepted and will receive a score of 0.**

> **Discussion Boards:** You will participate in 4 discussion forums across the semester. Each discussion forum is designed to assist you with developing the key components of a high-quality research proposal. Late discussion board postings **will not be accepted and will receive a score of 0.**

> **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.

CITI Training: Researchers must demonstrate their understanding of ethical research procedures prior to working with human subjects. As such, all institutional review boards require that principal investigator complete CITI training. You will be asked to complete CITI training as a component of this course to ensure that you have necessary skills and credential needed to conduct high-quality educational research.

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	Total Points
Quizzes	5 points each X 12 quizzes = 60 total points
Discussion Board Posts	5 points each X 4 DB posts = 20 total points
Literature Review Draft	50 Points
Method Section Draft	60 Points
CITI Training	60 Points
Final Research Proposal	250 points
Course Total	500 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: 90.00% of points or above, B: 80.00% -89.999% of points, C: 70.00% - 79.999% of points, D: 60.00% -69.999% of points, F: 59.999% of points or below

			Proposed Semester Schedule		
Date	Topic(s)	Required Reading(s)	Supplemental Readings (Optional)	Discussion Board Post	Assignments
Module 0					
Jan 13th – Jan 19th	Introduction to Research in Education	Boudah: Chapter 1		Introductions	Quiz: Educational Research
Module 1					
1.1 Identifying a Research Topic					
Jan 20th – Jan 26th	Research Questions, Problem Statements, & Literature Searches	Boudah: Chapter 2 Gray & Wegner, 2013			Quiz: Identifying a research topic
1.2 Preparing the Literature Review					
Jan 27th – Feb 2nd	Databases, analyzing empirical sources, & writing the literature review	Boudah: Chapter 3		Research Topic Peer Review	Quiz: Preparing a Literature Review

Date	Topic(s)	Required Reading(s)	Supplemental Readings (Optional)	Discussion Board Post	Assignments
**1.3. Writing the Literature Review**				
Feb 3rd – Feb 9th					Literature Review Draft
**Module 2**				
**2.1 Reliability and Validity**				
Feb 10th– Feb 16th	Validity and Reliability evidence	Boudah: Chapter 4			Quiz: Validity and Reliability
**2.2 Experimental Designs**				
Feb 17th– Feb 23rd	Overview of Experimental Research	Boudah: Chapter 5			Quiz: Experimental Designs
**2.3. Qualitative Research**				
Feb 24th – Mar 1st	Overview of Qualitative Research Process	Boudah: Chapter 6			Quiz: Qualitative Research
**2.4 Descriptive Research**				
Mar. 2nd – Mar. 8th	Types of quantitative data, survey design, & mixed methods research	Boudah: Chapter 7			Quiz: Descriptive Research

Date	Topic(s)	Required Reading(s)	Supplemental Readings (Optional)	Discussion Board Post	Assignments
Spring Break!					
Mar. 9th – Mar. 15th					
2.5 Overview of a research proposal					
Mar. 16th – Mar. 22nd	Components of a research Proposal	Boudah: Chapter 8		Method Peer Review	Quiz: Research Proposals
2.6 Writing Week					
Mar. 23rd – Mar. 29th					Method Section Draft
Module 3					
3.1 Analyzing Experimental Data					
Mar. 30th – Apr. 5th	Analyzing & Reporting Experimental Research	Boudah: Chapter 9			Quiz: Analyzing and Reporting Experimental Research

Date	Topic(s)	Required Reading(s)	Supplemental Readings (Optional)	Discussion Board Post	Assignments
3.2 Analyzing Qualitative Data					
Apr. 6th – Apr. 12th	Analyzing & Reporting Qualitative Research	Boudah: Chapter 10			Quiz: Analyzing & Reporting Qualitative Research
3.3 Analyzing Descriptive Data					
Apr. 13th – Apr. 19th	Analyzing & Reporting Descriptive Research	Boudah: Chapter 11			Quiz: Analyzing & Reporting Descriptive Research
3.4 Writing Research Reports					
Apr. 20th – Apr. 26th.	Components of a research report	Boudah: Chapter 12		Analytic Plan Peer Review	
Finals Week					
Apr. 27th - May 2nd					Final Research Proposal CITI Training Due

Note: All dates subject to change

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click here.
- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:
- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

University Guidelines, Links and Policies

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION
Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.
Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

Access the Code of Ethics and Standard Practices for Texas Educators.