



**COLLEGE OF EDUCATION AND PSYCHOLOGY**  
**School of Education**

<b>Course prefix and Number</b>	EDUC 5302.060
<b>Course Title</b>	Developing an Educational Research Proposal
<b>Session</b>	Fall, 2022
<b>Course Meeting</b>	Online
<b>Office Hours</b>	Monday and Tuesday 1:00 – 2:30 pm (& by appointment)
<b>Instructor</b>	Woonhee Sung, Ed.D <a href="mailto:wsung@uttyler.edu">wsung@uttyler.edu</a> /CANVAS inbox 903.566.7175 BEP 243, School of Education

**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.

## Required Software:

JASP (Available for free at <https://jasp-stats.org/download/>)

## Additional Readings (to be distributed by instructor):

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

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.

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

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

Terrell, S. R. (2016). *Writing a proposal for your dissertation: Guidelines and examples*. The Guilford Press.

## 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.utt Tyler.edu](mailto:itsupport@patriots.utt Tyler.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.

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

**Discussion Boards:** You will participate in several discussion board forums across the semester. Late discussion board postings **will not be accepted and will receive a score of 0.**

**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. Late self-reflection assignments **will not be accepted and will receive a score of 0.**

**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 be 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.

**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
Quizzes	10%	20 points each X 5 quizzes = 100 total points
Discussion Board Posts	10%	25 points each X 4 DB posts = 100 total points
Data Analysis Assignments	5%	2 Assignments x 25 points = 50 points total
Literature Review Draft	10%	50 Points
Method Section Draft	5%	50 Points
Final Research Proposal	50%	500 points
Online Buddy System Process Overview	2.5%	25 Points
Online Buddy Peer Review	2.5%	25 points
Self-reflection activities	5%	1 <sup>st</sup> reflection = 10 points 2 <sup>nd</sup> & 3 <sup>rd</sup> reflection = 20 points each 5
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: 90.00% 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

<b>Proposed Semester Schedule</b>					
<b>Week</b>	<b>Topic(s)</b>	<b>Required Reading(s)</b>	<b>Supplemental Readings (Optional)</b>	<b>Discussion Board Post</b>	<b>Assignments</b>
<b>Week 1</b>					
August 22	Course Orientation & Introduction to Research in Education	Boudah: Chapter 1  Burkhardt, & Schoenfeld, 2003.		Introductions & Syllabus Reconnaissance	Quiz: Educational Research  Buddy System Support Plan
<b>Week 2</b>					
August 29	Research Questions, Components of a research Proposal	Boudah: Chapter 2  Terrell: Chapter 1  Terrell: Chapter 2			
<b>Week 3</b>					
September 6	Analyzing empirical sources, & writing the literature review	Boudah: Chapter 3  Terrell: Chapter 3  Bem 1987		Problem statement, research question, and hypotheses peer review	

Week	Topic(s)	Required Reading(s)	Supplemental Readings (Optional)	Discussion Board Post	Assignments
<b>Week 4: Writing Week</b>					
September 12				Literature Review Peer Review	
<b>Week 5: Writing Week</b>					
September 19					Literature Review Draft
<b>Week 6</b>					
September 26	Validity and Reliability  Sampling	Boudah: Chapter 4  Terrell: Chapter 4			Quiz: Validity and Reliability
<b>Week 7</b>					
October 3	Overview of Experimental Research	Boudah: Chapter 5  Select Portions of Campbell and Stanley (1963)  Terrell: Chapter 5			Quiz: Experimental Designs
<b>Week 8</b>					
October 11	Overview of Qualitative Research Process	Boudah: Chapter 6  Terrell: Chapter 6  Creswell & Poth: Chapter 7			Quiz: Qualitative Research
<b>Week 9</b>					

October 17	Designing and Conducting Descriptive Research	Boudah: Chapter 7 Terrell: Chapter 7			Quiz: Descriptive Research
<b>Week 10</b>					
October 14				Method Section Peer Review	
<b>Week 11</b>					
October 31					Method Section Draft
<b>Week 12</b>					
November 7	Analyzing & Reporting Experimental Research	Boudah: Chapter 9 Revisit - Terrell: Chapter 5			Experimental Data Analysis Assignment
<b>Week 13</b>					
November 14	Analyzing & Reporting Qualitative Research	Boudah: Chapter 10 Creswell & Poth: Chapter 8 Revisit - Terrell: Chapter 6			Quiz: Analyzing & Reporting Qualitative Research
<b>Week 14</b> <b>Thanksgiving week</b>					
<b>Week 15:</b>					
November 28	Analyzing & Reporting Descriptive Research	Boudah: Chapter 11 Revisit – Terrell Chapter 7			Descriptive, Correlational, and Reliability Data Analysis Assignment
<b>Week 16: Finals Week</b>					

December 5					Final Research Proposal (Dec. 5th)  Buddy System Peer Review, Due Dec 7th)
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Note: This syllabus is subject to change based on the needs of the class.

**Late day to withdraw from the course: November 4, 2022**

Technical Support

- UT Tyler Information Technology Hotline 903.565.5555 x2 or itsupport@patriots.uttyler.edu
- 24/7 Support inside Canvas >>> Canvas Help

Course Policies

- *Class participation:* This course is designed as an online course and you are required to participate! You will have online modules which include chapter readings, participation activities, and technology projects. Each module will be available weekly. However, you should expect to spend a minimum of six hours per module. As an online student, log in multiple times a week to participate in the course. The due dates of the assignment/project are posted in CANVAS. You are responsible to check due dates and submit your work on or prior to the due date.

- *Grading Policy:* All assignments are to be submitted on or prior to the due date. **Late work is not accepted without prior permission from the instructor.** Be aware that technical difficulties or lack of Internet access or access to required technologies and software are not accepted as excuses for late work or incomplete work. Thunderstorms are not an excuse for late work. Please proofread assignments carefully so no spelling, grammatical, and/or punctuation errors exist. Points for spelling, grammatical, and/or punctuation are included in the grading scheme for each assignment.

- *Grades of "I"* will only be given when there is a compelling reason (e.g., serious illness). If you have questions or need help, email me at [wsung@uttyler.edu](mailto:wsung@uttyler.edu)

- *Descriptions of all projects and assignments* will be posted on Canvas. Criteria mentioned in these descriptions must be followed in order to receive full credit for your work. All assignments will be turned in through Canvas. Projects are highly encouraged to also be uploaded to your online electronic portfolio.

- *Disposition:* All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the UT Tyler School of Education Dispositions. These dispositions are listed at the following website: <https://www.uttyler.edu/education/files/dispositions-all-forms.pdf>