

**University of North Texas at Dallas**  
**Spring 2013**  
**SYLLABUS**

<b>EDCI 5010D Studies in Education: Introduction to Classroom Research /3Hrs</b>			
<b>Department of</b>	<b>Teacher Education and Administration</b>	<b>Division of</b>	<b>Education and Human Services</b>
<b>Instructor Name:</b>	<b>Glenda Moss</b>		
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<b>Office Hours:</b>	By appointment M-F.		
<b>Virtual Office Hours:</b>	Call or Email any time.		
<b>Classroom Location:</b>			
<b>Class Meeting Days &amp; Times:</b>			
<b>Course Catalog Description:</b>	This course is designed to allow students to explore methods and procedures in educational research in and for classrooms and schools.		
<b>Prerequisites:</b>	Admitted to Graduate School.		
<b>Co-requisites:</b>	None.		
<b>Required Text:</b>	American Psychological Association, (2009). <i>Publication Manual of the American Psychological Association: Sixth Edition</i> . Washington, D.C.: American Psychological Association.		
<b>Recommended Text and References:</b>	<p>Geoffrey E. Mills. (2013). <i>Action Research: A Guide for the Teacher Researcher</i>. 5<sup>th</sup> Edition. Pearson.</p> <p>Patricia H. Hinchey. (2008). <i>Action Research</i>. Peter Lang Primer. NY. <i>Research for Teachers</i>. 2<sup>nd</sup> Edition. Upper Saddle River, NJ: Pearson.</p> <p>R. Murray Thomas. (2005). <i>Teachers Doing Research: An Introductory Guidebook</i>. New York, NY: Pearson.</p> <p>Valerie Malhotra Bentz &amp; Jeremy J. Shapiro. (1998). <i>Mindful Inquiry in Social Research</i>. SAGE Publication.</p> <p>Marian M. Mohr, Rogers, Sanford, Nocerino, MacLean, &amp; Clawson. (2004). <i>Teacher Researcher for Better Schools</i>. New York: Teachers College Press.</p>		
<b>Access to Learning Resources:</b>			
<b>Course Goals or Overview:</b>	Candidates will gain professional skills through which they can professionally develop themselves and address curriculum, instruction, and management issues in their own classrooms.		
<b>Learning Objectives/Outcomes:</b>	At the end of this course, the candidates will		
1	identify the defining characteristics of scholarly articles and categorize articles according to those characteristics		
2	distinguish quantitative and qualitative research		
3	understand the meaning of peer-reviewed in reference to journals		
4	compare and contrast a scholarly practitioner journal with a theoretical journal.		
5	consider the value of scholarly theoretical and scholarly practitioner journals to inform their work as teachers and life-long learners		
6	read and comprehend scholarly articles		
7	evaluate the relative usefulness and quality of scholarly articles		
8	articulate a topic/problem for inquiry work and a range of possible research questions that could serve as		

	the focus for that inquiry work
9	locate scholarly articles related to their chosen topic/problem using the library data-bases
10	compose an annotated bibliography based on text structures
11	practice the APA formatting style for writing.
12	become knowledgeable about components of and procedures for doing research.
13	respect human subjects and comply to IRB regulations
14	gather 7 to 20 scholarly, peer-reviewed articles related to a problem/question candidate is interested in answering or understanding
15	Critically read scholarly articles for salient points, intersections with other literature, and to gain a broad and in-depth understanding of problem topic
16	summarize scholarly articles into a well-organized literature review
17	present scholarly work to other educators

Course Outline  
All F2Fmeets at Lancaster HS

Module 1 F2F May 10, 9:00a-4:00p (or 5:00p) 6 hours	Module 1 – Course Intro & Syllabus Overview Introduction to Blackboard Learn Introductions / Process of Conducting Research Quantitative and Qualitative Approaches to Research Comparison of Journals Problem Statement and Designing Research Questions Conducting Peer-Reviewed Article Search – Find 5-7 Peer-Reviewed Articles Text Structures – Reviewing the Literature Text Structure on Article 1 – Due to Blackboard Learn on May 12	SLO: 1, 2, 3, 4, 5, 7, 8, 9, 12, 13
Module 2 F2F May 13&14 3:30-6:30 6 hours	Module 2 Search Tools & Text Structures Peer-Reviewed Research Article Search and Text Structures, contd. Text Structure on Article 2 - Due to Blackboard Learn on May 14	3, 4, 6, 7, 8, 9, 15
Module 3 May 15-19 Online 9 hours	Module 3 – Literature Review May 15-19 Text Structure on Article 3 - Due to Blackboard Learn on May 16th Text Structure for Article 4 - Due to Blackboard Learn on May 19th <b>Don't forget to bring articles and text structures to class on May 20th! If you have a laptop, bring materials on laptop.</b>	6, 7, 8, 10, 12, 14, 15, 16
Module 4 F2F May 20-22 Online 4 hours	Introduction to Map and Issue Paper / Demonstrate May 20th - <b>Meets Face-to Face in Lancaster</b> Introduction to Mind Mapping and Issue Paper Instructor Model Presentation of Map and Issue Paper Map Topic	17
Module 5 May 21, 22 Online 8 hours	Work on Map and Issues Paper - Must cite at least (5-7) articles Text Structure for Article 5- Due to Blackboard Learn on May 21st Text Structures for Articles 6 and 7 - Due to Blackboard Learn by May 24th First draft of Map and Issue Paper - Due to Blackboard Learn on May 25th Bring (2) hard copies of draft of map and issue paper to class on May 26th	10, 11, 16
Module 6 F2F May 26 3:30p – 6:30p 3 hours	Critical Friends Feedback Critical Friends Conferencing Peer Editing Submit revised/completed Map and Issue Paper - Due to Blackboard Learn by May 27th by 9 pm CST	10, 11, 17
Module 7 F2F May 28 3:30p – 9:30p May 29 3:30p-7:30p 6 hours	Map and Issue Paper Presentations	17

**GRADING MATRIX**

Instrument	Weight	Notes
Comparison of Journals	10%	Collaborative In-Class Project
Posing topic and critical questions	5%	In-Class Learning Activity
7 Text Structures	35%	Submit through Blackboard
First Draft of Map & Issue Paper	5%	Submit through Blackboard
Map and Issue Paper	27%	Submit through Blackboard
Presentation	18%	In-Class Learning Activity

- **Compare and Contrast of Journals Activity**

In groups of four, choose one scholarly journal and one practitioner journal that informs what you do as educators. Chart how the journals are alike and how are they are different? Chart the purposes for which you might use both of the journals to inform what you do? UNT Dallas journals may be accessed through the electronic data base. Choose one scholarly theoretical **journal (not simply one issue in the journal)** concerning teaching STEM. Choose one scholarly practitioner **journal (not simply one issue of the journal)** that informs what you do as a professional in your field. The journal should have a scholarly focus on practice and written for practitioners. How are the scholarly journals alike and how are they different. For what purposes might you use the three journals to inform what you do? The following are journal items that you might want to include in your comparison.

Length of reference lists, count and get an average for each journal based on a number of issues

Kinds of journals cited in articles in each journal

Frequency of publication

Cost to the subscriber

Volume cycle

Average number of articles published in each journal

Book reviews included

What kinds of articles?

Are there issues with a theme?

Are there open issues

What kinds of educational issues are researched?

What kinds of methods are used in each journal?

Do book reviews match the theme of an issue?

What about the editorial board? Reviewers?

Are there special issues?

Purpose? Audience?

Theory? Practical strategies?

Others

I hope that among everyone's work, a wide variety of issues will be covered so we can all contribute and learn from each other to gain a greater understanding of the role of educational journals in professional development and in contributing to our profession.

- **Posing Issue and Critical Question**

This in class activity will give teachers the opportunity to reflect on the issues they have their curriculum, instructional planning, classroom management, behavioral management, or any other issue that is getting in the way of the their students learning and achieving at high levels in STEM. Candidates will list issues and pose critical questions. They will list search words that will be used in conducting a scholarly search.

- **Text Structures**

Using the guided reading template, Text Structures, at the end of the syllabus, examine seven (7) scholarly articles concerning your issue topic.

- **Map and Issue Paper**

Choose an educational issue that you are dealing with in your practice and answer the following questions in a scholarly essay/paper. Where would a scholar-practitioner find the issue? (i.e. classroom, school, community, political speeches, higher education, government) Who is talking about the issue? What questions are they asking? Why are these questions important? When did this issue develop? How do educators investigate these questions? (9-13 pages, double-spaced, 8-10 references, APA style)

- **Portfolio Assessment**

The Map and Issue Paper will be placed in your program portfolio. This piece is still being developed for program assessment.

- **Text Structure**

Professional Inquiry for Informing Teaching Practice  
Student Name

## Text Structure for Research Articles

Provide the reference in APA style.

Author last name, initial. (year). Title of article. *Title of Journal*, 25(1), 45-61.

Notice:

- A comma follows the period after the initial of the first author even if there are only two authors.
- Only the first word of the title is capitalized. If there are two parts of a title, separated by a colon (:), capitalize the first word after the colon.
- The title of the journal is capitalized and in italics.
- The volume number is in italics.
- The issue number is NOT in italics and is enclosed by parentheses.
- Beginning and ending page numbers are presented at the end of the reference.

Example:

Moss, G., & Lee, C. (2010). A critical analysis of philosophies of education and INTASC standards in teacher preparation. *International Journal of Critical Pedagogy*, 3(2), 36-46.

### **Introduction (Context of the Study, Problem Statement, Purpose, Question)**

What problem or situation was this study designed to address?

What does the article say is important for educators to know about and understand?

What were the research questions (or purposes) that were the focus of this study?

How is this study connected to your teaching issue or concern?

### **Review of the Literature (Background based on prior research)**

What do we already know about topic X based on previous research and scholarship? (Look at the citations in the article.) List ideas stated in the introduction and review of the literature, and provide the author's name that is cited. Is anything cited to indicate when this issue began? Is anything cited to indicate what has been done about this issue?

Is anything cited that indicates who is talking about this topic? (This refers to categories of people, like teachers, teacher educators, content teachers, psychologists, policy makers, politicians, parents, etc.)

From the citations and references at the end of the paper, where can you find information about this topic? (Look at the reference list and see what kinds of resources were used, like books, peer-reviewed articles, specific journals, etc.)

## **Sample (Participants, Subjects)**

Who were the participants in this study? (How many were there? Where did they come from? What were they like—age? ethnicity? gender? occupation?)

How and/or why were they selected?

Whom do they represent? (Or to whom are the results of this study generalizable? Are the results generalizable? If not generalizable, for whom was it of value? How could it be used?)

## **Procedures**

At least one (sometimes more than one) of the following questions should apply to any research article that you read:

Are there treatments or interventions especially designed by the researchers that are the focus of this study? If yes, describe each version of those treatments or interventions fully.

Does the study seek to discover relationships or connections between two or more disparate, naturally occurring phenomena (e.g., people's thoughts and their behavior; people's out of school life experiences and their academic achievement; etc.)? If yes, explain what phenomena the researchers expect might be related or connected.

Does the study seek to describe something or someone (e.g., how something was done; how something works; what the characteristics of a particular environment are; how someone thinks; etc.)? If yes, explain what the focus of this description is?

What specific forms of data (or information) are collected to help the researcher answer the questions?

Do the researchers explain what they did to ensure that the data (information) are believable—collected in a reliable manner (the instruments used and the people collecting the data do not make excessive errors) and using an instrument or procedure that is a valid indicator of what the researchers claim to be studying?

## **Results**

Did the results of the study provide answers to the original research questions for this study? If yes, explain in detail what those answers are.

Were there other findings (or results) that were not specifically related to the research questions? If yes, explain in detail the findings that went beyond the original research questions.

## **Discussion/Conclusions/Critical Reflections**

According to the researchers who wrote the article, what is important and/or interesting about the findings/results/Reflections/Critical Insights?

In what ways does this study contribute to your personal understanding of your topic/issue?

What might you do now in your professional practice because you have read and understood this article?

What questions do you still have about your topic/issue?