

University of North Texas at Dallas
Summer 2, 2014
SYLLABUS

EDCI 5011D Studies in Education: Introduction to Classroom Research /3Hrs			
Department of	Teacher Education and Administration	Division of	Education and Human Services
Instructor Name:	Glenda Moss		
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Office Hours:	By appointment M-F.		
Virtual Office Hours:	Call or Email any time.		
Classroom Location:	Online		
Class Meeting Days & Times:	Online		
Course Catalog Description:	This course is designed to allow students to explore methods and procedures in educational research in and for classrooms and schools.		
Prerequisites:	Admitted to Graduate School.		
Co-requisites:	None.		
Required Text and Materials:	<p>American Psychological Association, (2009). <i>Publication Manual of the American Psychological Association: Sixth Edition</i>. Washington, D.C.: American Psychological Association.</p> <p>Video capture equipment (your choice)</p>		
Recommended Text and References:	<p>Geoffrey E. Mills. (2013). <i>Action Research: A Guide for the Teacher Researcher</i>. 5th Edition. Pearson.</p> <p>Patricia H. Hinchey. (2008). <i>Action Research</i>. Peter Lang Primer. NY. <i>Research for Teachers</i>. 2nd 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 & Jeremy J. Shapiro. (1998). <i>Mindful Inquiry in Social Research</i>. SAGE Publication.</p> <p>Marian M. Mohr, Rogers, Sanford, Nocerino, MacLean, & Clawson. (2004). <i>Teacher Researcher for Better Schools</i>. New York: Teachers College Press.</p>		
Access to Learning Resources:			
Course Goals or Overview:	Candidates will gain professional skills through which they can professionally develop themselves and address curriculum, instruction, and management issues in their own classrooms.		
Learning Objectives/Outcomes:	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	synthesize scholarly articles into a well-organized literature review
17	present scholarly work to other educators

Module	Course Outline	SLO
Module 1 July 7-13	<p>Module 1 – Course Overview and Beginning the Research Project</p> <p>Start Here</p> <p>Student Introductions – Discussion Board</p> <p>1.View Process of Conducting Research - PowerPoint</p> <p>2.View Quantitative and Qualitative Approaches to Research</p> <p>Read two PowerPoints and write a narrative of experiences doing research and your perspective on quantitative and qualitative research. Post in Discussion Board. Due July 7, 5:00p 1%</p> <p>Respond to at least 2 peers' postings by July 8, 12 noon 2 %</p> <p>Problem Statement and Design Research Question Due July 8, 12 noon 2%</p> <p>View Tutorial for Using Search Tools</p> <p>Conduct Peer-Reviewed Article Search – Find 7-10 Peer-Reviewed Articles</p> <p>Compile a Reference List of all your articles in APA Due July 9, 5:00p 5%</p> <p>Read Types of Articles and Journal List</p> <p>View Library Tutorial for using eJournals</p> <p>Complete Comparison of Two Peer-Reviewed Journals from your reference list. Due by July 14, 5p.m. 5%</p>	<p>SLO:</p> <p>1, 2, 3, 4,</p> <p>5, 7, 8, 9,</p> <p>11, 12,</p> <p>13, 14</p>
Module 2 July 14-20	<p>Module 2 – Text Structures for Literature Review</p> <p>Text Structures on Article 1 - Due on July 15, 12 noon 5%</p> <p>Text Structures on Article 2 - Due on July 16, 12 noon 5%</p> <p>Text Structures on Article 3 - Due on July 17, 12 noon 5%</p> <p>Text Structures on Article 4 - Due on July 18, 12 noon 5%</p> <p>Post your critical thinking and insights gained this week from reading research about your classroom issue. Respond to peers' postings.</p>	<p>6, 7, 8,</p> <p>10, 11,</p> <p>12, 15</p>
Module 3 July 21-27	<p>Module 3 – Reflective-Reflexive Reading Response.</p> <p>Group Blog - Reflective-Reflexive Response to Article 5 - Due on July 21, 12 noon Post to Group Blog. Respond to peers' postings. 5%</p> <p>Reflective-Reflexive Response to Article 6 - Due on July 22, 12 noon Post to Blackboard.5%</p> <p>Reflective-Reflexive Response to Article 7 - Due on July 23, 12 noon Post to Blackboard. 5%</p> <p>Make notes from articles 8-10 - Due on July 28, 12 noon</p>	<p>6, 7, 8,</p> <p>10, 11,</p> <p>12, 15</p>
Module 4 July 28-3	<p>View examples of Map and Issue Paper</p> <p>Introduction to Paper due July 29, 12 noon</p> <p>First draft of Map and Issue Paper - Due to Blackboard Learn on Aug 3,10:00p 2%</p> <p>Post your critical thinking and insights gained this week from writing about your classroom issue. Respond to peers' postings.</p>	<p>11, 16</p>
Module 5 Aug 4-8	<p>Critical Friends Feedback and Peer Editing, Face to Face on August 4 (Bring two hard copies of paper to class.) 3%</p>	<p>11, 16,</p> <p>17</p>

	Submit revised/completed Map and Issue Paper - Due to Blackboard Learn by August 6, 9:00p 27% PowerPoint Presentation Video – Due to Blackboard Learn by August 7, 5:00p 18%	
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GRADING MATRIX

Instrument	Weight	SLO
Narrative on Research Exp.	1%	2
Response to Peers' Exp.	2%	2
Comparison of Journals	5%	1,2,3,4,5
Posing topic and critical questions	2%	8
APA Reference List	5%	10,11,14
7 Text Structures	35%	6,7,9,10,11,12,14,15
First Draft of Map & Issue Paper	2%	16,17
Critical Friends Feedback	3%	11,12
Map and Issue Paper	27%	11,16
PowerPoint Presentation Video	18%	17

- **Narrative of Experience Doing Research & Perspective on Quantitative and Qualitative Research**

After viewing the PowerPoints, write a narrative to describe your experiences doing research and your perspective on quantitative and qualitative research. Post on the Discussion Board.

- **Response to Peers' Narrative Experience doing Research**

Reply to at least two postings to engage with peers in the course. State specific things that you like about the post and questions you have in response. Do not make judgmental statements. Suspend your judgment and seek to understand.

- **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 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.

- **APA Reference List**

Create a reference list of all of the articles you found. List them in alphabetical order. Write the references in APA style. Pay attention to the following.

- ✓ 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.

- **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?

