

The College of Education and Behavioral Sciences
School of Education
Houston Baptist University
Course Syllabus

EDUC 6320.20: RESEARCH TECHNIQUES AND PROCEDURES
Fall 2014

COURSE DESCRIPTION

A study of investigations relating to schooling with applications suitable to the role of the principal. Includes examination of reports from abstracts and original sources, valid research criteria in making written evaluations, and applications in specific field settings.

COURSE SEQUENCE IN CURRICULUM AND PREREQUISITE INFORMATION

This course should be taken early among the courses required for your program. There are no prerequisites.

DATE AND TIME OF CLASS MEETINGS: (include room number):

Thursdays 5:00-7:25PM Hinton 123

INSTRUCTOR INFORMATION

Name/Title: Elizabeth (Polly) Trevino, Ph.D.

Email: etrevino@hbu.edu

Office Phone: (281) 649-3020

Office Location: H347

Office Hours: M & F 10:30AM-1:00PM; T 2:00-3:00PM, 5:00-7:00PM; Th 1:00-3:00PM

Other times (including online/virtual office hours) are available by appointment.

LEARNING RESOURCES

Course Text(s):

Required Textbook:

Gay, L.R., Mills, G.E., & Airasian, P.W. (2011). *Educational research: Competencies for analysis and applications* (10th ed.). Boston: Pearson. ISBN: 978-0132613170.

Recommended Supplementary Textbooks:

Machi, L.A. & McEvoy, B.T. (2012). *The literature review: Six steps to success* (2nd ed.). Thousand Oaks, CA: Corwin. ISBN: 978-1-452240-88-6. (**Recommended**)

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN: 978-1-433805-61-5. (**Optional**)

RELATION TO THE PURPOSE STATEMENT OF THE UNIVERSITY

The mission of Houston Baptist University is to provide a learning experience that instills in students a passion for academic, spiritual, and professional excellence as a result of our central confession, "Jesus Christ is Lord."

In relation to the mission of the University, this course will help students develop knowledge and skills for educational research, which provides a foundation for decision-making and implementing change in educational settings. This course is taught in a Christian environment and emphasizes educational excellence, respect for all persons, personal growth, a sense of community, and service. Students will develop analytic and evaluative thinking, responsibility, ethics, professionalism, and a continuing interest in learning.

RELATION TO THE GOALS AND PURPOSES OF THE COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES

The mission of the College of Education and Behavioral Sciences is to prepare students to be effective citizens and professional educators, administrators, counselors, and researchers who reflect Christ in their work and service.

To accomplish this mission, we will provide students with the following:

- the courses and mentoring necessary for a solid pedagogical grounding in their discipline;
- essential learning experiences that will provide opportunities to develop knowledge, skills and wisdom; and
- an understanding of their Christian mission and calling to influence individuals and the larger society.

RELATION TO THE DEPARTMENTAL GOALS AND PURPOSES

The mission of the Department of Curriculum and Instruction is to assist in the development of knowledgeable and effective teachers so they may realize their fullest potential in service to God and humanity.

To accomplish this mission, we will provide students with the following:

- courses containing essential concepts and teaching strategies that reflect sound theories and research-based instructional practices as well as in depth content knowledge;
- courses designed to give students supported fieldwork experiences in local schools allowing them to put theory into practice;
- coursework and fieldwork designed to address the complex challenges of an increasingly diverse and technological society; and
- an enriched educational experience that allows students to develop a sound philosophy of education that reflects Christian values and ethical principles.

COURSE LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. Formulate a personal perspective on the place, value and function of research in the work of the education professional.
2. Describe the reasoning involved in the scientific method and how the scientific method is applied in educational research.
3. Recognize the ethical obligations that educational researchers have and describe the codes and procedures they follow to ensure ethical obligations are met.
4. Identify and choose appropriate research techniques for given purposes.
5. Define sampling in quantitative and qualitative research and describe ways to obtain an appropriate sample for a study.
6. Define basic measurement concepts (e.g., construct, variable, types of variables, levels of scale, etc.) and apply measurement concepts to qualitative and quantitative research scenarios.
7. Describe, discuss purposes for, and compare/contrast basic types of quantitative and qualitative research designs.
8. Develop an understanding of descriptive and inferential statistics and qualitative data analysis.
9. Identify and use a variety of primary and secondary information sources.
10. Access and utilize electronic information sources, HBU library resources, and other research resources.
11. Interpret, analyze, and evaluate research reported in professional journals.
12. Design and conduct a systematic review of the literature for an educational topic of student's choice.
13. Write a systematic research review manuscript.
14. Communicate research results orally in small-group and professional settings.

Foundational learning objectives, knowledge and skills required for all students seeking **initial teacher certification** are included in this course.

SCHOOL OF EDUCATION REQUIREMENTS RELATED TO STATE AND NATIONAL STANDARDS

- The course learning objectives acquired through the experiences in this course support-state and national standards including the TEA Standards for Pedagogy and Professional Responsibilities, the International Dyslexia Association (IDA) Standards for Reading, and Requirements of the Texas Administrative Code 9 (TAC §228.30) and H.B.2012.
- Appropriate grade level TEA guidelines and TEKS are also included as part of this course.
- A matrix at the end of this document indicates the TAC §228.30 and H.B.2012 requirements addressed

- A list of specific TExES competencies and International Dyslexia Association (IDA) Reading Standards for this course is presented below.

TExES Competencies

The following TExES Principal (068) Competencies are addressed in part or in full in this course:

004 – *The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources and assessment; and promote the use of varied assessments to measure student performance.*

- B. Facilitate the use of sound, research-based practice in the development, implementation and evaluation of campus curricular, co-curricular and extracurricular programs.

005 – *The principal knows how to advocate, nurture and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.*

- C. Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- D. Facilitate the implementation of sound, research-based instructional strategies, decisions and programs in which multiple opportunities to learn and be successful are available to all students.

007 – *The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.*

- B. Implement procedures for gathering, analyzing and using data from a variety of sources for informed campus decision making.
- C. Frame, analyze and resolve problems using appropriate problem-solving techniques and decision-making skills.

The following TExES School Counselor (152) Competencies are addressed in part or in full in this course:

004 – *The school counselor understands how to plan, implement and evaluate a developmental guidance program, including counseling services, that promotes all students' success.*

- I. Knows how to apply research-based practice to improve the school guidance and counseling program.

006 – *The school counselor understands how to provide effective counseling services to individuals and small groups.*

- F. Knows how to use counseling-related research techniques and practices to address student needs.

007 – *The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress and engage in planning to promote school success.*

- A. Demonstrates knowledge of assessment principles and procedures, including the appropriate use of tests and test results.
- C. Applies knowledge of assessment-related issues (e.g., validity, reliability, bias, confidentiality, ethics).
- E. Understands principles of testing and measurement that underlie group standardized testing programs.

010 – *The school counselor understands and complies with ethical, legal and professional standards relevant to the profession.*

- E. Knows how to use research, technology and other resources to facilitate continual professional growth and improve the school guidance and counseling program.

The following TExES Diagnostician (153) Competencies are addressed in part or in full in this course:

004 – *The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations.*

- A. Applies knowledge of basic terminology and statistical concepts (e.g., standard error of measurement, mean, standard deviation) used in assessment and evaluation.
- B. Demonstrates knowledge of standards for test norming, reliability and validity; procedures used in standardizing assessment instruments; and sources of measurement error.
- E. Applies knowledge of the uses and limitations of various types of assessment instruments (e.g., norm-referenced, criterion-referenced) and observation techniques (e.g., anecdotal, frequency, temporal).

005 – *The educational diagnostician applies skills for interpreting formal and informal assessments and evaluations.*

- B. Demonstrates knowledge of the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines, T-scores, z-scores).

008 – *The educational diagnostician understands and applies knowledge of professional practices, roles and responsibilities and the philosophical, legal and ethical foundations of evaluation related to special education.*

- F. Applies knowledge of ethical practices (e.g., in relation to confidentiality, informed consent, placement, state accountability measures).
- I. Knows organizations and publications relevant to the field of educational diagnosis and demonstrates awareness of the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families and/or colleagues.

IDA Standards.

The following International Dyslexia Association (IDA) Reading Standards are addressed in part or in full in this course:

Not Applicable

TOPICAL OUTLINE

A course agenda is included at the end of this syllabus. It includes the following topics:

1. Introduction to Educational Research: Qualitative and quantitative approaches, ethics, selecting and defining a research topic, reviewing the literature.
2. Research Design: Research planning, internal and external validity, sampling, generalizability, transferability, measurement.
3. Quantitative Research: Methods (survey, correlational, causal-comparative, experimental, single-subject), data analysis (descriptive and inferential statistics).

4. Qualitative Research: Data collection, methods (narrative, ethnographic, case study), data analysis and interpretation.
5. Other Methods: Mixed methods, action research.
6. Reporting Research: Preparing and evaluating a research report, writing a literature review manuscript, presenting research in a poster session.

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

TEACHING STRATEGIES

A variety of learning methods will be used including the following:

1. Reading, lecture, and discussion
2. Small group activities
3. Technology: Online resources, diagnostic quizzes, and library research
4. Project-based learning: Literature review manuscript and related activities
5. Student presentations
6. Individual conferences (as needed)

ASSESSMENT OF LEARNING

Foundational learning experiences required for all students seeking **initial teacher certification** are included in this course.

Course Requirements. See the agenda at the end of this syllabus for due dates.

| Assignment ¹ | Learning Objective(s) | Standards ² | Point Value |
|---|----------------------------|---|-------------|
| <i>Reading Quizzes</i> ³ | 1,2,3,4,5,6,7,8,9,10,11,14 | Principal: 007BC Counselor: 006F, 007ABE Diagnostician: 004A, 008F | 15% |
| <i>Comprehensive Final Exam</i> | 1,2,3,4,5,6,7,8 | Principal: 007C Counselor: 006F, 007ACE Diagnostician: 004ABE, 005B | 20% |
| <i>Research Critiques</i> <ul style="list-style-type: none"> • <i>Quantitative Article (15%)</i> • <i>Qualitative Article (15%)</i> | 4,5,6,7,8,10,11 | Counselor: 007ACE Diagnostician: 004ABE | 30% |
| <i>Literature Review Manuscript (20%) and Related Writing/Research Process Activities (10%)</i> | 9,10,11,12,13 | Principal: 004B, 005CD, 007C Counselor: 004I, 006F, 010E Diagnostician: 004A, 008I | 30% |
| <i>Literature Review Poster Session</i> | 14 | | 5% |

¹ Descriptions and rubrics for assignments are included at the end of this document.

² These assignment/activities develop and/or assess state and national standards including TExES competencies, IDA reading standards, TEKS and/or ISTE standards (listed previously).

³ Each of these will result in a 1-100 score and an average of these scores will be determined. This average will count 15% of the final grade.

Grading Standards

HBU Graduate School Grading Scale:

94 -100=**A**; 90-93=**A-**; 87-89=**B+**; 83-86=**B**; 80-82=**B-**; 77-79=**C+**; 73-76=**C**;
70-72=**C-**; 69 and below=**F**

Student Evaluation of Faculty and Course

Students will complete faculty appraisal forms as regularly administered by the University.

CLASS POLICIES

ATTENDANCE: Absence and Tardy Policies . In the College of Education and Behavioral Sciences, students must attend at least 75% of class sessions in order to receive a passing grade in the course. This means that if more than 3 absences occur, the course grade will be “F” no matter what test and paper scores might be.

ACADEMIC ACCOMODATIONS:

Students needing learning accommodations should inform the professor immediately and consult the Academic Accommodations section of the HBU Classroom Policy posted on Blackboard. Documentation of Difficulties If an education student fails to demonstrate an acceptable level of performance on one or more professional educator standards during any class or field experience, a form is filed in the Education Office (a PMID: Progress Monitoring & Intervention Documentation). If two such forms occur, a conference is held in which difficulties are identified and means for improvement are explored. [Sometimes specific interventions will be required.] A third form will result in a committee hearing to review difficulties and means for improvement and to determine conditions for continuance in the program. Professional standards include knowledge, skills and dispositions.

LATE WORK STATEMENT. Late work will be penalized. You should not miss any exams. If you are sick, you need to notify the professor in advance. The professor reserves the right to administer a different exam, deduct points for taking the exam late, and/or schedule the makeup for a later date. Missing an exam without giving prior notice will result in a zero for that test, with no makeup.

All assignments are expected to be completed in their entirety by the beginning of class on the date due, even if the student is not in class. Late work will only be accepted during the next class session (with a twenty-percent grade penalty) unless the student provides proper documentation for illness or other emergency situations beyond the control of the student. The work must then be turned in no more than one week after the student returns to class. No work will be accepted after the last day of class.

Missed Tests. All the tests should be taken on the day and at the time when they are scheduled. Make-up tests will be given ONLY when the instructor is notified prior to the exam, and there is a documented excused reason for missing the exam. Legitimate reasons include documented illness, death in the family, etc. A make-up test will then be completed at a time mutually agreed upon by both the professor and student—as soon as possible after the exam date. Any unexcused absence on the test day will result in a grade of zero for the particular test with no opportunity for a make-up test.

Use of Electronic Devices. During class sessions, electronic devices are only to be used to support class activities. Other uses (texting, surfing the web, etc.) will result in the device not being allowed in the classroom.

Students are required to read the University Classroom Policy addendum to this course syllabus that is included on Blackboard. In addition to the class policies listed here, it includes basic class policies that apply in all HBU classes.

PERSON RESPONSIBLE FOR DEVELOPING SYLLABUS

Dr. Elizabeth (Polly) Treviño

7/7/2014

Instructor's Signature

Date

EDUC 6320.20: Research Techniques and Procedures
TENTATIVE SCHEDULE

| Date | Topic | Readings Due | Assignment Due | Lit Review Task |
|--------------------------|---|-------------------------------|--------------------------------------|---|
| Week 1 Aug 28 | Course Intro, IMRaD Format, Publications, Databases | | | #1 Topic Statement (in class) |
| Week 2 Sept 4 | Searching Databases, Systematic Lit Review | Ch. 1 | Quiz #1 (Syllabus) | #2 Search Strategy and Inclusion Criteria (in class) |
| Week 3 Sept 11 | Intro to Ed Research | Ch. 2 & 3 | | #3 Database Searches |
| Week 4 Sept 18 | Ethics | Ch. 21 & 22 | Quiz #2 (Ch. 1-3, 21-22) | |
| Week 5 Sept 25 | Sampling | Ch. 5 | | #4 Initial Matrix of Studies |
| Week 6 Oct 2 | Measurement | Ch. 6 | Quiz #3 (Ch. 5 & 6) | |
| Week 7 Oct 9 | Survey Research | Ch. 7 | | #5 Expanded Matrix |
| Week 8 Oct 16 | Correlational Research | Ch. 8 | | #6 Literature Map |
| Week 9 Oct 23 | Causal-Comparative Research | Ch. 9 | | #7 Introduction Draft |
| Week 10 Oct 30 | Experimental Research, Single-Subject Research | Ch. 10 & 11 | Quiz #4 (Ch. 7-10) | #8 Method Draft |
| Week Nov 6 | Qualitative Data Collection & Data Analysis | Ch. 14 & 18 | Quantitative Article Critique | |
| Week 12 Nov 13 | Qualitative Methods (Narrative, Ethnography, Case Study) | Ch. 15-17 | Quiz #5 (Ch. 14-18) | |
| Week 13 Nov 20 | APA Style, Peer Review, Action Research, Mixed Methods | Ch. 19 & 20 | Qualitative Article Critique | #9 Draft Lit Review Due #10 Peer Review (in class) |
| Week 14 Nov 27 | No Class – Thanksgiving Descriptive/Inferential Stats | Assigned pp. from Ch. 12 & 13 | | Final Lit Review Due |
| Week 15 Dec 4 | Course Review Poster Session | | Quiz #6 (Ch. 12-13, 19-20) | Poster Session in class today |
| Final Exam -- TBA | | | | |

COURSE ACKNOWLEDGEMENTS

Syllabus Statement

I am aware of all topics described in the coursesyllabus. These include, but are not limited to the following:

- course description; course sequence in the curriculum and prerequisite information;
- instructor information and learning resources;
- relation to the mission of the University and to the goals and purposes of the College of Education and Behavioral Sciences;
- course learning objectives;
- state and national standards covered (TExES competencies, IDA standards, etc);
- topical outline and learning strategies;;
- assessment for learning: requirements & grading standards;
- **HBU CLASS POLICIES: -the University document posted on Blackboard;**
- additional policies for this class: attendance, late work, missed tests and electronic devices;
- the possibility of changes to the syllabus. [The content of this syllabus and the attached agenda are subject to change at the discretion of the professor.]

Professional Integrity Statement

To maintain and uphold the highest level of professional integrity and honesty, cheating and plagiarizing are not allowed. . If a student cheats and/or plagiarizes, then the student will receive a “0” for the assignment and/or fail the course

Cheating is a catch-all term for not doing your own work. Any attempt during a test to consult with notes or another person or to look at another’s test constitutes cheating. If answers are shared in any way, both students will receive the same penalty for cheating. Using stolen tests or “borrowed” tests (any test that is not readily available to all members of the class) to study for an exam is cheating. Within the broader view of cheating is the idea of using someone else’s work in place of your own. This is called plagiarism and is not allowed.

DO NOT:

- copy another person’s paper/project/work or part of that and turn it in as your own;
- copy a paper/project from the Internet and turn them in as your own;
- copy another paper/project (or cut and paste parts of Internet articles), make changes to it, and submit it as your own;
- include the work of others without documentation/reference (If seven or more words are taken directly from another source it must be quoted and referenced.);
- submit a paper/project or large parts of a paper/project you have done for another class at HBU or another institution to this class. (Always get a professor’s approval before using a prior work or topic from a different class.);
- have someone write parts or all of your paper/project/work
- share your work with others; and,
- change references or make up references.
- falsify fieldwork documentation

By signing this page, **I affirm** that I have read and understand the contents of this course **Syllabus Statement, the Professional Integrity Statement, and the University Class Policies.** I understand that at any time during the course, I may request clarification, if needed.

Printed Name

Signature

Date

[After reading the course syllabus and this page, please **print and sign** this form then turn it in to the professor.]
Course Correlation to Pedagogy and Professional Responsibilities and TAC §228.30*

| PPR Stand ard | Curriculum Topic TAC §228.30 | Essential Components: Additional Information | Learning Experiences, Products &/or Assessments |
|---|---|--|--|
| I, III | 1. Reading Instruction : A variety of theories and methods appropriate for teaching these five essential components of reading instruction. | 1. Text Structure (organization) 2. Vocabulary teaching strategies 3. Identifying the word (root, prefix, suffix) 4. Fluency basic teaching strategies 5. Comprehension (finding main idea, summarizing, supporting details, synthesizing/making connections, inferences, making generalizations) | Lit Review (depending on student's topic choice) |
| II, IV | 2. Code of Ethics | Texas Educators' Code of Ethics TAC§ 247.2 Ethics videos: http://www.youtube.com/playlist?list=PLYCCyVaf2g1vuF3qlz1NjEWFEMtxaBMVC | |
| I, II, III | 3. Child Development | A variety of theories for child development. | |
| I, II, III | 4. Motivation | A variety of theories & methods appropriate for teaching motivation. | Lit Review (depending on student's topic choice) |
| I, II, III | 5. Learning Theories | A variety of learning theories | |
| I, III | 6. TEKS Organization, | http://ritter.tea.state.tx.us/teks/http://www.tea.state.tx.us/ click on Testing/ Accountability, click on Texas Essential Knowledge and Skills for much more information. | |
| I, III | 7. Content TEKS | | |
| I, II, IV | 8. State Assessment of Students & STAAR:Testing, | Requirements , responsibilities, scoring, analysis & use of results http://www.tea.state.tx.us/student.assessment/staar/ | Measurement Lecture and Learning Activities |
| I, II, III | 9. Curriculum Development & Lesson Planning | A variety of theories & methods appropriate for teaching curriculum development & lesson planning. | Lit Review (depending on student's topic choice) |
| I, III | 10. Classroom Assessment and Diagnosing Learning Needs | A variety of theories & methods appropriate for teaching formative assessment to diagnose learning needs & other types of classroom assessment. | Measurement Lecture and Learning Activities |
| II, IV | 11. Classroom Management | A variety of theories & methods appropriate for teaching classroom management. | Lit Review (depending on student's topic choice) |
| I, II, III, IV | 12. Special Populations ELPS—English Language Proficiencies http://ritter.tea.state.tx.us/curriculum/biling/elps.html National Assoc. for Gifted Children Teacher Knowledge and Skills http://www.nagc.org/index2.aspx?id=1863 TEA website resources http://ritter.tea.state.tx.us/special.ed | A. ESL/ Bilingual /ELPS : Learning strategies , Listening ,Speaking , Reading & Writing | Lit Review (depending on student's topic choice) |
| | | B. G/T: Learner characteristics and development , Instructional strategies, Socio-cultural influences & Identifying GT | Lit Review (depending on student's topic choice) |
| | | C. Special Education: Acronyms/Terms , Modifications/ Accommodations,Inclusion, Parent Involvement , Discipline & Mental or emotion disorders including: characteristics of the most prevalent mental or emotional disorders among children, identification of mental or emotional disorders, effective strategies for teaching and intervening with students with mental or emotional disorders, including de-escalation techniques and positive behavioral interventions and support, and notice and referral to a parent or guardian of a student with a mental or emotional disorder so that the parent or guardian may take appropriate action such as seeking mental health services. | Lit Review (depending on student's topic choice) |
| III, IV | 13. Parent Conferencing and Communication Skills | A variety of theories and methods appropriate for teaching communication skills & parent conferencing. | |
| I, III | 14. Instructional Technology http://www.sbec.state.tx.us/SBECOnline/stanetest/edstancertfieldlevl.asp | SBEC Technology Standards for All Teachers 1. Tech terms, concepts, data input strategies and ethical practices to make informed decisions about tech app 2. Identify task requirements, apply search strategies, use tech to acquire, analyze, and evaluate a variety of information 3. Use technology to synthesize knowledge, create and modify solutions, and evaluate results 4. Communicate in different formats. 5. Plan, organize, deliver and evaluate instruction that uses technology, and technology TEKS for students. | Lit Review |
| I, III, IV | 15. Pedagogy/ Instructional Strategies | A variety of instructional strategies suitable for all classrooms & for specific subjects and content. http://olc.spsd.sk.ca/DE/PD/instr/index.html | Lit Review (depending on student's topic choice) |
| I, II, III, IV | 16. Differentiated Instruction | A variety of instructional strategies suitable for differentiating instruction. | Lit Review (depending on student's topic choice) |
| IV | 17. Certification Test Preparatio (6 clock hrs required) | Testing study guides, standards, frameworks, competencies, practice tests www.texas.ets.org | |
| TAC §228.35 & H.B. 2012 Requirements | | | |
| I, | Dyslexia: Detection and education of students with dyslexia [TAC RULE §228.35 (4)] | 1. Characteristics of dyslexia 2. Identification of dyslexia 3. Effective, multisensory strategies for teaching students with dyslexia Dyslexia Informational Power Point Dyslexia Handbook - English (PDF, 2.45 MB, outside source) | Lit Review (depending on student's topic choice) |
| IV | Legal & Employment Issues | Contract abandonment & the effect of supply & demand forces on the educator workforce in TX (including difficulty of getting jobs in the I 35 Corridor from Dallas/Ft Worth to San Antonio) | |
| | Status of HBU program | Pass rates & accreditation status | |
| IV | Teacher & principal evaluation PDAS:: http://www4.esc13.net/pdas/ | PDAS; the purpose & process, what is evaluated, what the evaluation instrument look like, how could you can appeal.; the PDAS Teacher Manual which is required to be given to all teachers. | |
| I,II,III,IV | Skills & Expectations of Educators | The skills that educators are required to possess, the responsibilities that educators are required to accept, and the high expectations for students in Texas | |

ASSIGNMENT DESCRIPTIONS AND RUBRICS

Quizzes. 6 quizzes will be given. Your average quiz score will be 15% of your course grade. Quiz questions will be selected-response (e.g., multiple-choice, matching, etc.) and short answer.

Exams. A final exam (20%) will be given. The final will be comprehensive and will include selected-response items (e.g., multiple-choice, matching) and constructed-response items (e.g., short answer, essay). Constructed-response items will be scored according to clarity, accuracy, relevance, and completeness.

Research Critiques. Each student will select 2 published journal articles to critique. One article must use qualitative methodology, and one article must use quantitative methodology. Using knowledge of research concepts, students will read and evaluate the article and then write a critique of the study's research methodology. Criteria for evaluating research studies are given in Chapter 22 of your text. Complete instructions will be provided under separate cover. Critiques will be assessed with the rubric appended to this document. Each critique will count for 15% of the final grade.

Literature Review Manuscript. Our long-term project in this course will be a literature review manuscript. Each student will select a topic; search, survey, and critique the literature; and write a review of the literature (12-14 pp., typed, double-spaced, 12 pt. font, APA style). This project will be completed throughout the semester, and both finished product and process will be assessed. Process activities will count for 10% of your course grade. The final paper will count for 20% of your course grade. Process will be assessed through the completion of Lit Review Tasks, assignments to guide you through the research and writing process. Step-by-step assignments for the research/writing process will be provided under separate cover. The finished manuscript will be assessed for clarity of communication; depth and quality of analysis, application, synthesis, and evaluation; adherence to APA style and formal register; use of research sources and quality of research. Rubric is appended to this document.

Lit Review Poster Presentation. Each student will present their literature review in a mock research poster session on the final class day. Instructions and poster template will be distributed under separate cover. Poster presentations will be evaluated for clarity of oral and visual communication using the checklist appended to this document. The poster presentation will count for 5% of the final grade.

EDUC 6320 – Research Techniques and Procedures
Research Critique Rubric

| Attributes | <i>Exemplary</i> | <i>Proficient</i> | <i>Needs Improvement</i> | <i>Unsatisfactory</i> | Comments |
|---|---|-------------------|--------------------------|-----------------------|-----------------|
| <p><u>Task Completion:</u> Student completed all required elements of the research article critique task.</p> <ul style="list-style-type: none"> • Selected an appropriate research article to evaluate • Included a copy of the research article (or link to the article in library databases) • 3-4 pp. long (double-spaced, 12-pt font) • Goes beyond summary to critically evaluate the research methods used in the article | <p>No points. If any part of the task is incomplete, then the submission will be returned to the student for correction and the 20% late penalty will be applied.</p> | | | | |
| <p><u>Writing Conventions:</u> The written critique...</p> <ul style="list-style-type: none"> • Follows conventions of grammar, spelling, capitalization, punctuation, etc. • Was proofread to be as error-free as possible. • Is organized, clear, coherent, and uses the formal register of academic English. • Follows APA style for title page, formatting, in-text citations, references, etc. | 10 | 8 | 7 | 6 | |
| <p><u>Introduction/Description:</u> The written critique begins with a brief, concise description or summary of the study. Summary sufficiently describes the study's purpose, research questions, and type of study.</p> | 15 | 13 | 12 | 9 | |
| <p><u>Critical Thinking & Critique:</u> Critique is thorough, thoughtful, and integrates course learning. Includes a detailed evaluation of the:</p> <ul style="list-style-type: none"> • introduction, • method (including design-specific evaluation), • results, and • discussion <p>sections of the article under review. Goes beyond summary to evaluate the appropriateness and strength of the research methods used in the study, given the type (qualitative/quantitative) and method (e.g., survey, experimental, case study, etc.) utilized.</p> | 60 | 51 | 44 | 36 | |
| <p><u>Overall Evaluation:</u> The critique offers comment on the strengths and weaknesses and on the significance of the study. Comments are grounded in course learning about good practice in educational research.</p> | 15 | 13 | 12 | 9 | |

**EDUC 6320 – Research Techniques and Procedures
Literature Review Paper Rubric (20% of Course Grade)**

| Exemplary | Proficient | Needs Improvement | Unsatisfactory | <div style="border: 1px solid black; padding: 5px; display: inline-block;"> Total Score = / 100 </div> | |
|-----------|------------|----------------------|----------------|---|--|
| | | | | Attributes | |
| | | | | Research Quality & Completion (35%) | |
| 15 | 12 | 9 | 6 | <u>Completion:</u> All required elements are present. <ul style="list-style-type: none"> ○ Title page ○ Brief abstract ○ Paper (12-14 pp., typed, double-spaced, 12 pt. font, APA style) systematically reviewing the literature on an educational or psychological topic of your choice ○ Reference page | |
| 10 | 9 | 8 | 7 | <u>Research Quality:</u> Research is thorough and thoughtful. Claims are supported by sources. Sources are integrated seamlessly and cited appropriately. Sources are reputable sources; peer-reviewed journal articles are cited. Minimum of 8 sources are reviewed in the literature review. | |
| 10 | 9 | 8 | 7 | <u>APA Style:</u> Author made a good-faith effort to use APA style in title page, in-text citations and quotations, and reference page. | |
| | | | | Paper Content (65%) | |
| 10 | 9 | 8 | 7 | <u>Introduction:</u> Introduction contains background information or description of the issue/topic, definitions of key terms, and the educational significance of the topic. The author's purpose and/or research question is stated explicitly. | |
| 10 | 9 | 8 | 7 | <u>Method:</u> The search strategy used to locate studies is described. The author states the databases searched and the key words used. The author also states the criteria that he/she used for including the studies in the systematic review. | |
| 25 | 23 | 21 | 19 | <u>Results:</u> The author provides a narrative critical review of the studies included in the review. Studies are summarized, critiqued, and synthesized. | |
| 15 | 13.5 | 12.75 | 12 | <u>Discussion:</u> Research described in the Results section is synthesized into a coherent whole. Research is evaluated and applied to teaching practice. Author discusses limitations of his/her review and gives suggestions for future research. | |
| 5 | 4.5 | 4 | 3.5 | <u>Writing Conventions:</u> Paper follows conventions of grammar, spelling, capitalization, punctuation, etc. Paper was proofread to be as error-free as possible. Paper is organized, clear, and coherent. Author uses the formal register of academic English. | |

**EDUC 6320: Poster Presentation
Project Checklist**

- Poster Content.** Poster includes the elements listed below and is displayed on a poster board, tri-fold board, or similar. (40 points)
 - Abstract
 - Introduction/Purpose Statement
 - Method
 - Results
 - Discussion

- Oral Explanation.** Presenter can explain the research he/she conducted. (20 points)

- Aesthetics.** Poster is visually pleasing, and visual elements (tables, figures, color, font style, etc.) are used effectively. (20 points)

- Peer Support.** Presenter supports classmates by visiting their posters and listening to them share their research during the poster session. (20 points)

Total Points: _____ / 100 points

Comments: