

TED 6320
Quantitative Research Methods I
Fall 2023

Course Instructor

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Office Hours: Monday 5:00 – 5:30 pm, 8:20 – 9:40 pm (F2F or ONLINE, see the calendar for clarification)

Course Information

TED 6320, CRN 11202

Quantitative Research Methods I

3 Credit Hours

Fall semester (Mondays 5:30-8:20pm) **Education Building 405**

Course Description and Purpose

This course will focus on introduction to empirical inquiry, including descriptive statistics, methods of inference, and hypothesis testing. Purposes of this course include gaining a basic graduate level understanding of experimental designs and statistical procedures used in education social sciences, and other academic fields. Students will also be obtaining the knowledge and skill necessary to be an informed and competent consumer and user of educational research. Through the course, students are expected to develop the knowledge and skills needed to read and evaluate published research using quantitative methods.

Course Requirements

Format.

This course will be conducted in Hybrid format.

Input. A 3-credit class is required to have 45 contact hours. Additionally, you may expect to have approximately 1-3 hours of homework for every class session for class readings and the preparation of materials.

For technical assistance. For technical problems with our online course site or related computer/Internet applications, please contact the UTEP Helpdesk: M - F: 7AM - 8PM, Sat: 9AM - 1PM, Sundays 11- 4 PM. On campus phone: 915.747.5257. Off campus: 915.747.4357. If you are on campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library.

Textbook

There will be no assigned textbook for the class. Selected readings (articles, published dissertations, and published reports) and other resources will be provided on Blackboard (Discussion Folders).

Course Requirements

- Reading/Reflections (20% of course grade);
- Analysis/Reflection (20% of course grade);
- Class Participation/Oral reports (20% of course grade);
- Analyzing data through Literature Review, etc. (use of statistical tools is required) (20% of course grade)
- Quizzes (focus on basic statistic tools and readings) (20% of course grade)

Student Learning Outcomes

By the end of this course, students should become knowledgeable about the concepts of commonly used quantitative approaches in educational research; develop the ability to critically evaluate published quantitative research studies in one's field; and developing skills in conducting statistical data analysis and interpreting analysis results.

Table 1. Student learning outcomes and assessment

Student Learning Outcomes		Assessments
	By the end of course, the student will be able to:	To evaluate these outcomes, the faculty member will use the following assessment procedures:
1.	Students will learn methods of descriptive statistics, specifically learn what the difference between qualitative and quantitative research is, what variables are and how one can compute measures of central tendency (mean, median and mode) and variability (standard deviation and variance).	a. Quizzes, b. Participation in oral/online discussion of statistical techniques, d. Group presentation performance, e. Individual report for course project
2.	Understand, interpret, and critically evaluate statistical methods in published articles.	a. Quizzes, b. Participation in oral/online discussion of statistical techniques, c. Individual report for course project
3.	Perform data analyses and interpretation of results.	a. Quizzes, b. Participation in oral/online discussion of statistical techniques
4.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the discipline.	a. Quizzes, b. Participation in oral/online discussion of statistical techniques, c. Individual report for course project
5.	Students communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.	a. Quizzes, b. Participation in oral/online discussion of statistical techniques, c. Individual report for course project
6.	Students analyze information carefully and logically from multiple perspectives, using discipline specific methods and develop reasoned solutions to the problems.	a. Quizzes, b. Participation in oral/online discussion of statistical techniques, c. Individual report for course project

Course Evaluation and Grading

In order to obtain a grade based on the criteria below, all evaluation assignments are to be completed within due date

1. Quizzes. The student will be able to build a working knowledge of statistical concepts through provided readings and materials. The format of the quiz will include multiple choice questions and short computational problems.

2. Class and online participation. Students need to attend each session on time (F2F and/or ONLINE), finish required readings before class, and actively participate in-class and online discussions. They are expected to share relevant resources, pose questions, and help each other.

3. *It is required that you use free version of Grammarly.com.* This is free resource that is required to be used for all submissions in this class.

Table 2. General scoring criteria for assignments

Aspects	Score levels					Aspects
	5	4	3	2	1	
CONTENT						CONTENT
Excellent, outstanding performance						Unsatisfactory performance
Question/Task very clearly understood						Question/Task misunderstood
Full coverage of topic						Key aspects of topic neglected
All basic and higher order goals met						Goals not met (basic or higher order)
Very high level of skills						Basic skills not demonstrated
LOGIC & COHERENCE						LOGIC & COHERENCE
Concepts very clearly understood						Concepts not understood
Argument always logical						Illogical argument
Highly logical structure & development						Assignment rambles & lacks structure
LANGUAGE						LANGUAGE
Expresses meaning very clearly						Meaning often unclear
Fluent, accurate grammar and vocabulary						Unacceptable grammar & vocabulary use
FORMAT						FORMAT
Very high standard of presentation						Poor presentation
COMMENTS:						

Final grade. A standard scale will be used in order to determine final grades. The scale is as follows: 90% or above – A, 80% to 89.9% - B, 70% to 79.9% - C, 60% to 69.9% - D, below 60% - F.

Grade	Earned Points
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

Course Instructional Methods

The instructional methods pertinent to the efficient delivery of the material will focus on the following didactical processes and procedures:

1. Introduction and exposition of new material via instructor-led presentations through MS Powerpoint presentations.
2. Instructor-led illustration of chapter material using educational and data-driven problems from textbook exercises or other relevant sources.
3. Student-led sharing of articles using specific statistical techniques with opportunities to collaborate in groups.
4. Student-led question and answer sessions.
5. Instructor-led summary and discussion of presented chapter material or evaluation of material taught.

Class Policies / Statements

Attendance. You are expected to attend class and participate in discussions and activities. Class participation is essential to your final score. To get a full participation score, you can only miss one session with approval from the instructor and one online discussion activity at most. 2 weeks of absence and failure to communicate with instructor will constitute automatic drop from the course. Please, inform the instructor of your impending absence in advance. Class attendance plays an important role in expressing your commitment and professionalism and it is a critical factor in your successful completion of the course. If you must miss more than three class meetings, I advise that you take the course at some other time. Additionally, if for some reason you are unable to complete all the requirements of the course, it is the student responsibility to drop from the course before the datelines set forth by the university for the semester.

Online discussion. You are expected to exhibit appropriate behavior for a higher learning environment. Our course site is a place to engage in social learning; it is meant to be a safe space for all. Our ideas and beliefs shape who we are and will differ from our peers; sharing these within class allows us to learn different perspectives and points of view, but this can only happen successfully if everyone in our learning community is respectful of individual ideas. You are encouraged to fully participate in all activities possible, with an open mind to new experiences. In particular, the following are general guidelines for online interactions:

- All the information discussed between peers and/or with your instructor should be kept confidential, thus providing a safe atmosphere for creative expression, free of judgment.
- You are encouraged to participate to the depth that you feel comfortable sharing with the class (Note: An electronic record will remain, so be thoughtful in how much personal information you share. The general rule is share only that which you would be comfortable seeing printed in a newspaper/ public Internet page.).
- Do not use inappropriate language, all capital letters, or language short cuts (i.e., texting shorthand). Online entries should reflect academic writing standards, with edited spelling, grammar, and punctuation.
- When reacting to someone else's message, whether in agreement or disagreement, please address the ideas, not the person. (Note: Harassing, flaming and/or inappropriate postings will not be tolerated.)
- Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!
- Please refrain from posting yes/no or I agree/disagree answers (this will NOT earn you participation points). The point of our online interactions is to create a rich and meaningful sharing of ideas; therefore, posts should: justify positions, provide specific examples, and demonstrate that you have read the required readings and your classmates' comments carefully and thoughtfully.

Workload Policy. The class is a 3-credit course. This indicates that there should be at least a 3 contact hours per week with a minimum of 6 additional hours of work outside of class per week for the student to receive an average grade in the course. Assignments in some chapters in the textbook may be easily finished within couple of hours; however, the material in the later chapters does increase in difficulty and the time burden in tackling some of the assigned exercises increases accordingly. Please, make appropriate adjustments!

Course Preparation. Student is expected to come prepared before each class meeting. The student is expected to 1) read and work with the assigned materials and 2) complete any class or homework assignments, if any.

Civility in the classroom. Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have an opportunity to gain the most from time spent in class, unless otherwise approved by the instructor; students are prohibited from using cellular phones or beepers, eating or drinking in class, making offensive remarks, internet surfing (those with laptops), reading newspapers, sleeping or engaging in any other form of distraction. Ad hominem remarks or disparaging comments about gender, ethnicity, religion, and etcetera will not be tolerated. Inappropriate behavior in the classroom shall result in, minimally, a request to leave the class. Thus, courtesy for classmates and instructors is expected.

American with Disability Act. The university is committed to the principle that in no aspect of its programs shall there be differences in the treatment of persons because of race, creed, national origin, age, sex, or disability, and that equal opportunity and access to facilities shall be available to all. If you require special accommodations in order to participate; please contact me, as soon as possible for necessary accommodations. The student should present appropriate verification from **UTEP Center for Accommodations and Support Service (CASS)**. No requirement exists that accommodation be made prior to completion of this approved university process.

Honor Code. For those courses where student is assigned to generate reports, literature reviews, and research projects, I take our standards of professional ethics seriously, as I expect all members of the academic community to do. Any form of cheating or plagiarism will result in student being referred to the Office of Student Life. Student will be informing of the action taken by the instructor with instructions to be followed by the student.

Standards of Academic Integrity. Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. All assignments with plagiarized material will be given a grade of 0 AND automatically have 20% deducted from their grade. If you use ideas or written text from other people, you must cite them. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. Everything you turn in for this course must be your own work. The purpose of coursework is to know what *you* think, not how clever you are at getting around the rules.... so, use your brilliance in a productive way. Any student caught engaging in instances of cheating, plagiarism or any other form of academic misconduct will be referred to the Dean of Students Office for disciplinary action. Students may be suspended or expelled from UTEP for such actions. It is serious! Do not do it.

Due date. Timely completion of all coursework is essential for this class to run smoothly. Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times. Without prior notice, late assignments will NOT receive any credit.

Blackboard. If Blackboard is down and you cannot get into our course site to post work by the required due date, you should email helpdesk@utep.edu, receive case number assigned to you and email this case number to me via regular UTEP email.

UTEP Support Services

UTEP Library. Access a wide range of resources including online full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students. This is the resource we will be using extensively in this class.

Help Desk. Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

University Writing Center (UWC). The University Writing Center (UWC): Virtually everyone needs help with writing academic English. There is no shame in it. The UWC provides online consultations to all UTEP students at no cost. They also have walk-in services, if you are local. It is a terrific resource! If I suggest you attend the Writing Center, it is because I think you will benefit from it. Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.

Final Word

- 1) I reserve the right to change procedures, readings and topics as necessary, with ample warning.
- 2) Incomplete work does not indicate a letter grade of an Incomplete. However, in the case of an unforeseen life event and justifiable by the student, a grade of an "I" may be possible as a final grade for this class. Students are discouraged to place themselves in that position since the grading system changes once the student does not finish the required material for the semester. Student should make proper arrangements for the completion of course material for final grade.
- 3) It is my goal for you to be supported to flourish and grow in this course. If there are special circumstances that may affect your course participation (e.g., linguistic background, religious practices, family situation, neurological differences, immigration status), please let me know so that we may work together to develop

strategies to meet both your needs and the requirements of the course. I will do everything I can to support you. You may also find these university resources valuable: UTEP Center for Accommodations and Support Services.

- 4) You are expected to contact me for help if needed throughout the semester. If at any time, you have difficulty understanding my expectations or the course material or completing course work for any reason—BE PROACTIVE! I am here for you (email, office hours). I *strongly* encourage you to reach out to me as soon as possible (do not wait until the day before something is due or the end of the semester) and we will work together to make this class a success for you.

Calendar

The calendar is a *guide* and *may be changed* as needed to meet the needs of students. Changes to the calendar will be shared as **Announcements** in Blackboard and during class. Please stay on top of your email and check Blackboard regularly so that you do not miss important updates! Details about assignments and readings are in the weekly coursework module task descriptions.

Tentative Class Activity Schedule - Fall 2024

Week	Dates	Assignment
1 F2F	08/26	Introduction activities
2 F2F/ONLINE	09/9	Specific instructions for assignments (if available) will be posted in BB, Week 2 (Discussion Board, email)
3 F2F/ONLINE	09/16	Specific instructions for assignments (if available) will be posted in BB, Week 3 (Discussion Board, email)
4 F2F/ONLINE	09/23	Specific instructions for assignments (if available) will be posted in BB, Week 4 (Discussion Board, email)
5 F2F/ONLINE	09/30	Specific instructions for assignments (if available) will be posted in BB, Week 5 (Discussion Board, email)
6 F2F/ONLINE	10/7	Specific instructions for assignments (if available) will be posted in BB, Week 6 (Discussion Board, email)
7 F2F/ONLINE	10/14	Specific instructions for assignments (if available) will be posted in BB, Week 7 (Discussion Board, email)

WEEK	DATES	Assignment
8 ONLINE	10/21	Specific instructions for assignments (if available) will be posted in BB, Week 8 (Discussion Board, email)
9 F2F/ONLINE	10/28	Specific instructions for assignments (if available) will be posted in BB, Week 9 (Discussion Board, email)
10 F2F/ONLINE	11/04	Specific instructions for assignments (if available) will be posted in BB, Week 10 (Discussion Board, email)
11 ONLINE	11/11	Specific instructions for assignments (if available) will be posted in BB, Week 11 (Discussion Board, email)
12 ONLINE	11/18	Specific instructions for assignments (if available) will be posted in BB, Week 12 (Discussion Board, email)
13 ONLINE	11/25	Specific instructions for assignments (if available) will be posted in BB, Week 13 (Discussion Board, email)
14 F2F/ONLINE	12/2	Specific instructions for assignments (if available) will be posted in BB, Week 14 (Discussion Board, email)
15 F2F/ONLINE	12/9	Specific instructions for assignments (if available) will be posted in BB, Week 15 (Discussion Board, email)