



**UNIVERSITY OF TEXAS
EL PASO**

College of Education- Department of Teacher Education

Title of Course: TED 6396 CRN 11371 Doctoral Seminar in Education Research	Instructor Information: Name: Pei-Ling Hsu Email: phsu3@utep.edu Website: http://peilinghsu.utep.edu Office: 813, Education Building Office hours: 2:30-5:30pm, Mondays, by appointments
Semester: 2024 Fall, Hybrid	
Day/Time: Mondays, 5:30-8:20pm	
Credits: 3 Class hours: 3 hours/week Classroom: Room 302, Education Building	

Course Description: Doctoral Seminar in Education Research Departmental seminar to discuss critical issues in current research concerning curriculum and instruction. It is an introductory methodology course to discuss different methods and critical issues in education research. This course examines different types of methods, such as quantitative research, qualitative research and mixed method research and introduces different types of resources to support scholarly reading, scholarly writing, and scholarly discussions.

UTEP EDGE Alignments:

This course will help students gain Edge Experiences of (1) research and scholarly activity, (2) learning communities, and (3) creative activity.

This course will help students acquire Edge Advantages of (1) problem-solving, (2) communication, and (3) critical thinking.

Student Learning Outcomes:

Students will be able to:	Measurements/Assignments:
1. Write using APA style	(1) APA test 1, (2) APA test 2, (3) APA test 3, (4) Literature Review- Final
2. Understand the epistemological and methodological characteristics of qualitative, quantitative, and mixed-methods research	(1) Discussion board posts, (2) Discussion board responses, (3) Chapter Critique Presentation, (4) Exemplary Study Critique Notes
3. Understand ethical approaches to human subjects research	(1) Chapter Critique Presentation, (2) Exemplary Study Critique Notes
4. Develop critical thinking on education research	(1) Chapter Critique Presentation, (2) Exemplary Study Critique Notes, (3) Literature Review-Evaluation
5. Conduct a literature review on a topic of interest	(1) Empirical Study Report, (2) Literature Review-Evaluation, (3) Literature Review- Draft 1, (4) Literature Review- Draft 2, (5) Literature Review Presentation, (6) Literature Review- Final

6. Become family with scholarly associations and journals	(1) Association Report, (2) Literature Review-Final
7. Become familiar with university and departmental resources	(1) Scholarly Participation Report
8. Learn about the research that TLC faculty and students are conducting	(1) Faculty Interview Report

Learning Modules

This course is designed using a modular format—that is, each week is “packaged” as a single module so that all the materials, lecture notes, submission areas, discussion posts are in one area for a given week.

Readings:

Textbooks:



1. Creswell, J. W., & Guetterman, T. C. (2019). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (6th ed.). ISBN 10: 0134519361; ISBN-13: 9780134519364.
2. Ling Pan, M. (2017). Preparing literature review (5th ed.). Routledge. ISBN-13: 978-1-936-52339-9
3. American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). ISBN: 978-1-4338-3216-1.

The rest of the readings for this class can be found in Blackboard. In addition, students are expected to identify readings that are relevant to the topics of their literature review assignments.

Reading Packets:

1) Reading Packet 1 (APA, Literature Review):

- 1-1: Textbook 1-Chapter 3: Reviewing the Literature (pp. 78-107). Creswell, J. W., & Guetterman, T. C. (2019). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (6th ed.). New York, NY: Pearson Education.
- 1-2: Textbook 2-Chapters 1-7 (pp. 1-58), Ling Pan, M. (2017). Preparing literature review (5th ed.). Routledge.

2) Reading Packet 2 (Experimental Designs & Correlational Designs):

- 2-1: Textbook 1-Chapter 10: Experimental Designs (pp. 294-341). Creswell, J. W., & Guetterman, T. C. (2019). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (6th ed.). New York, NY: Pearson Education.

- 2-2: Plavnick, J. B., & Ferreri, S. J. (2013). Single-case experimental designs in educational research: A methodology for causal analyses in teaching and learning. *Educational Psychology Review*, 25(4), 549-569. doi: 10.1007/s10648-013-9230-6
 - 2-3: Textbook 1-Chapter 11: Correlational Designs (pp. 342-383). Creswell, J. W., & Guetterman, T. C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). New York, NY: Pearson Education.
 - 2-4: Vinciullo, F. M., & Bradley, B. J. (2009). A correlational study of the relationship between a coordinated school health program and school achievement: A case for school health. *Journal of School Nursing*, 25(6), 453-465. Doi: 10.1177/1059840509351987
- 3) Reading Packet 3 (Survey Designs & Grounded Theory Designs & APA):**
- 3-1: Textbook 1-Chapter 12: Survey Designs (pp. 384-432). Creswell, J. W., & Guetterman, T. C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). New York, NY: Pearson Education.
 - 3-2: Visser, P. S., Krosnick, J. A., & Lavrakas, P. J. (2000). Survey research. In H. T. Reis & M. Judd (Eds.), *Handbook of research methods in social and personality psychology* (pp. 223-252). Cambridge, UK: Cambridge University Press.
 - 3-3: Textbook 1-Chapter 13: Grounded Theory Designs (pp. 433-472). Creswell, J. W., & Guetterman, T. C. (2019) *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). New York, NY: Pearson Education.
 - 3-4: Chong, C.H., & Yeo, K.-J. (2015). An overview of grounded theory design in educational research. *Asian Social Science*, 11(12), 258-268. doi:10.5539/ass.v11n12p258
 - 3-5: Textbook 3-Chapters 1-4 (pp. 1-132): American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.).
- 4) Reading Packet 4 (Ethnographic Designs & Narrative Research Designs):**
- 4-1: Textbook 1-Chapter 14: Ethnographic Designs (pp. 473-511). Creswell, J. W., & Guetterman, T. C. (2019) *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). New York, NY: Pearson Education.
 - 4-2: LeCompte, M. D. (2002). The transformation of ethnographic practices: Past and current challenges. *Qualitative Research*, 2(3), 283-299.
 - 4-3: Textbook 1-Chapter 15: Narrative Research Designs (pp. 512-543). Creswell, J. W., & Guetterman, T. C. (2019) *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). New York, NY: Pearson Education.
 - 4-4: Casey, K. (1996). The new narrative research in education. *Review of Research in Education*, 21, 211-253.
- 5) Reading Packet 5 (Mixed Methods Designs & Action Research Designs & APA):**
- 5-1: Textbook 1-Chapter 16: Mixed Methods Designs (pp. 544-585). Creswell, J. W., & Guetterman, T. C. (2019). *Educational research: Planning, conducting, and*

evaluating quantitative and qualitative research (6th ed.). New York, NY: Pearson Education.

- 5-2: Venkatesh, V., Brown, S. A., & Sullivan, Y. W. (2016). Guidelines for conducting mixed-methods research: An extension and illustration. *Journal of the Association for Information System*, 17(7), 435-494.
- 5-3: Textbook 1-Chapter 17: Action Research Designs (pp. 586-611). Creswell, J. W., & Guetterman, T. C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). New York, NY: Pearson Education.
- 5-4: Tripp, D. (2006). Action research: A methodological introduction. *Educação e Pesquisa*, 31(3), 443-466. <http://dx.doi.org/10.1590/S1517-97022005000300009>
- 5-5: Textbook 3-Chapters 5-8 (pp. 133-280): American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.).

6) Reading Packet 6 (Literature Review):

- 6-1: Textbook 2-Chapters 8-12 (pp. 59-94), Ling Pan, M. (2017). *Preparing literature review* (5th ed.). Routledge.

7) Reading Packet 7 (Literature Review):

- 7-1: Textbook 2-Chapters 13-16 (pp. 95-124), Ling Pan, M. (2017). *Preparing literature review* (5th ed.). Routledge.

8) Reading Packet 8 (APA):

- 8-1: Textbook 3-Chapters 9-12 (pp. 281-396): American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.).

Technology Requirements

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about Microsoft Office 365 and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Netiquette

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

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 [making plans to cheat with another], 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. 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.

Students with Disabilities statement: If you have or believe you have a disability; you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 919-747-5148 or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at <https://www.utep.edu/student-affairs/cass/>.

Student Conduct and Discipline: All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations (<http://www.utsystem.edu/bor/rules>) with system and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

Equal Opportunity: All students regardless of gender, age, class, race, religion, physical

disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions related to this can be discussed confidentially with the instructor.

Excused Absences and Course Drop Policy:

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

Evaluation & Coursework Requirements of Students:

All assignments should be submitted to Blackboard and all due dates are listed in Table 1.

1. CITI training certificate (4 points)

Please go to CITI Program: <https://www.citiprogram.org/>, using your UTEP email to create an account, and complete the following course “Human Subjects Research – Social Behavioral Researchers”. There is no cost for the course and will take some hours to complete. Please submit the completion certificate to Blackboard (If you have problems with the website, please call CITI Program support: 888-529-5929). You may also find more guidance here at UTEP training for human subject research:

<https://www.utep.edu/orsp/human-subjects-research/training/>

2. Association Report (4 points)

Each student will identify one relevant scholarly association in their field to write a report about the scholarly values of this association. Students will use “Template 1 -Association Report” to complete this report. This association report (minimum 500 words) should be submitted to the corresponding assignment section in Blackboard. The rubric for this assignment can be found in Appendix 1. The following list includes some common associations in the field of education:

- 1) American Applied Association of Applied Linguistics (AAAL): <http://aaal.org>
- 2) American Anthropological Association (AAA): <http://aaanet.org>
- 3) American Educational Research Association (AERA): <http://aera.net>
- 4) American Educational Studies Association (AESA): <http://educationalstudies.org>
- 5) Cultural Studies Association (CSA): <http://culturalstudiesassociation.org>
- 6) National Association for Research in Science Teaching: <http://narst.org>
- 7) Psychology of Mathematics Education (North American Division): <http://pmena.org>
- 8) Society for Information Technology and Teacher Education (SITE): <http://site.aace.org>
- 9) International Educational Technology Conference: <http://iet-c.net>
- 10) Association of Mathematics Teacher Educators: <http://amte.net>
- 11) American Society for Engineering Education: <http://asee.org>

3. APA Tests (6 points, 2 points for each test)

Each student will answer 3 tests about corresponding chapters of APA 7. APA test 1 covers the content from chapters 1-4; APA test 2 covers the content from chapters 5-8; and APA test 3 covers the content from chapters 9-12.

4. Methodologies for Educational Research (46 points)

(1) Discussion Board Posts (24 points, 3 points for each reflection)

Each student will post 8 reflections through Discussion Board Posts (DBP) on corresponding chapters of the textbook (Chapters 10, 11, 12, 13, 14, 15, 16, 17, Creswell & Guetterman, 2019). Each of the reflections (minimum 500 words) should include (1) summary of the reading, (2) personal connection to the reading, (3) concerns and questions for the readings. Each reflection should cite at least 2 references and post the 2 references at the end of each reflection. The titles for the reflection posts should indicate student name and reflection chapter number: "Pei-Ling Hsu - Reflection on Chapter 10," "Pei-Ling Hsu - Reflection on Chapter 11," etc. The rubric for this assignment can be found in Appendix 2.

(2) Discussion Board Responses (DBR) (8 points, 0.5 point for each response)

Each student will respond to other classmates' reflections (i.e., Discussion Board Posts). Each response should: (1) identify merits, (2) suggest ideas for improvements, and (3) end the response with a question. For each scheduled week, each student will choose 2 different classmates' posts to respond each time. The minimum of a response is 200 words. A record of these responses will be posted and updated in Blackboard. Students should check the record regularly and let the instructor know immediately if there is any question about the updated response record.

(3) Chapter Critique Presentations (8 points, 4 points for each presentation)

Each student will conduct two chapter critique presentations. Updated schedules for these presentations can be found in Blackboard. For each presentation, each student will present one methodological topic (e.g., experimental designs, survey designs) in the textbook (Creswell & Guetterman, 2019) through a powerpoint presentation (20-25 mins). The presentation should cover (1) the essence of the chapter, (2) the essence of the exemplary study, and (3) at least 5 methodological strengths and at least 5 methodological weaknesses on the use of one particular method and ways for improving these weaknesses for the exemplary study (which is located at the end of each chapter). *Each of the 10 points/insights should be supported by at least one quote from scholarly work about this particular method.* References to support these quotes should include both the readings from the class and outside of the class. The rubric for this assignment can be found in Appendix 3.

- a) Ch10-Exemplary study: Effects of classroom structure on student achievement goal orientation (Creswell & Guetterman, 2019, pp. 335-341)
- b) Ch 11-Exemplary study: The influence of parental attachment on the college adjustment of White, Black, and Latina/Hispanic women: A cross-cultural investigation (Creswell & Guetterman, 2019, pp. 371-383)
- c) Ch 12-Exemplary study: Literacy as a leisure activity: Free-time preferences of older children and young adolescents (Creswell & Guetterman, 2019, pp. 420-432)
- d) Ch 13-Exemplary study: Developing a leadership identity: A grounded theory (Creswell & Guetterman, 2019, pp. 458-472)
- e) Ch 14-Exemplary study: Notes on a country school tradition: Recitation as an individual strategy (Creswell & Guetterman, 2019, pp. 497-511)
- f) Ch 15-Exemplary study: Living in the space between participants and researcher as a narrative inquirer: Examining ethnic identity of Chinese Canadian students as conflicting stories to live by (Creswell & Guetterman, 2019, pp. 532-543)
- g) Ch 16-Exemplary study: Individual differences and intervention flaws: A sequential explanatory study of college students' copy-and-paste note taking (Creswell & Guetterman, 2019, pp. 572-585)

- h) Ch 17-Exemplary study: The internet and student research: Teaching critical evaluation skill. (Creswell & Guetterman, 2019, pp. 606-615)

(4) Exemplary Study Critique Notes (6 points, 1 point for each note)

Each student will write 6 exemplary study critique notes. Each critique note should identify at least two methodological strengths and at least two methodological weaknesses on the use of one particular method and ways for improving these weaknesses for the exemplary study (which is located at the end of each chapter). *Each of the 4 points/insights should be supported by at least one quote from scholarly work about this particular method.* References to support these quotes should include both the readings from the class and outside of the class. Students will use “Template 2 - Critique Notes” to complete these notes. These exemplary study critique notes (minimum 660 words each) should be submitted to the corresponding assignment section in Blackboard. Updated schedules for writing these exemplary study critique notes can be found in Blackboard.

- a) Ch10-Exemplary study: Effects of classroom structure on student achievement goal orientation (Creswell & Guetterman, 2019, pp. 335-341)
- b) Ch 11-Exemplary study: The influence of parental attachment on the college adjustment of White, Black, and Latina/Hispanic women: A cross-cultural investigation (Creswell & Guetterman, 2019, pp. 371-383)
- c) Ch 12-Exemplary study: Literacy as a leisure activity: Free-time preferences of older children and young adolescents (Creswell & Guetterman, 2019, pp. 420-432)
- d) Ch 13-Exemplary study: Developing a leadership identity: A grounded theory (Creswell & Guetterman, 2019, pp. 458-472)
- e) Ch 14-Exemplary study: Notes on a country school tradition: Recitation as an individual strategy (Creswell & Guetterman, 2019, pp. 497-511)
- f) Ch 15-Exemplary study: Living in the space between participants and researcher as a narrative inquirer: Examining ethnic identity of Chinese Canadian students as conflicting stories to live by (Creswell & Guetterman, 2019, pp. 532-543)
- g) Ch 16-Exemplary study: Individual differences and intervention flaws: A sequential explanatory study of college students’ copy-and-paste note taking (Creswell & Guetterman, 2019, pp. 572-585)
- h) Ch 17-Exemplary study: The internet and student research: Teaching critical evaluation skill. (Creswell & Guetterman, 2019, pp. 606-615)

5. Literature Review (24 points)

(1) Empirical Study Report (4 points)

Each student will identify at least 30 relevant empirical studies (including at least 2 dissertations) on the topic s/he is interested in and conduct a preliminary analysis on these 30 studies. Students will use “Template 3 -Empirical Study Report” to complete the assignment. The rubric for this assignment can be found in Appendix 4. This empirical study report should be submitted to the corresponding assignment section in Blackboard.

(2) Literature Review - Draft 1 (4 points)

Each student will draft a literature review that provides a methodological review on the topic s/he is interested in. Students will use “Template 4 -Literature Review-Draft 1” to complete the assignment. The rubric for this assignment can be found in Appendix 5. This literature review - draft 1 (minimum 2000 words & 30 references & 30 empirical studies) should be submitted to the corresponding assignment section in Blackboard.

(3) Literature Review - Evaluation (4 points)

Each student will review two other classmates' critical literature review-draft 1 and provide feedback (minimum 500 words for each review) for improvements. Students will use "Template 5 - Literature Review Draft 1-Evaluation" to complete this assignment. Each literature review draft 1- evaluation may include but not limit to (1) praise for merits, (2) identifications of weakness, and (3) ideas and suggestions for improvements. The rubric for this assignment can be found in Appendix 6. The literature review -evaluation should be submitted to the corresponding assignment section in Blackboard.

(4) Literature Review - Draft 2 (4 points)

Students will revise and improve their literature review - draft 1 according to the feedback they receive from the instructor and the class. Students will use "Template 7 -Literature Review-Draft 2" to complete the assignment. The rubric for this assignment can be found in Appendix 5. This literature review - draft 2 (minimum 4000 words & 40 references & 30 empirical studies) should be submitted to the corresponding assignment section in Blackboard.

(5) Literature Review Powerpoint Presentation (4 points)

Each student will present his/her final literature review in classes (20-25 minutes). The rubric for this assignment can be found in Appendix 7. A presentation powerpoint file should be submitted to the corresponding assignment section in Blackboard.

(6) Literature Review - Final (4 points)

Students will revise and improve their literature review - draft 2 according to the feedback they receive from the instructor and the class. Students will use "Template 9 -Literature Review-Final" to complete the assignment. The rubric for this assignment can be found in Appendix 5. This literature review - final (minimum 5000 words & 50 references & 30 empirical studies) should be submitted to the corresponding assignment section in Blackboard.

6. Faculty Interview Report (6 points)

Each student will interview 2 faculty to understand the methods they use in their research. Students will use "Template 6 -Faculty Interview Report" to complete the assignment. 4 required questions should be answered and two additional questions should be created by the student based on their interests. The rubric for this assignment can be found in Appendix 8. This faculty interview report should be submitted to the corresponding assignment section in Blackboard.

7. Scholarly Participation Report (6 points)

Each student will participate in 3 scholarly activities in EL3 or STEMers held by the College of Education. Their activity schedule can be found at the following website:

- Ethnography of Languages, Literacies, and Learning (L3) Lab colloquium: <https://www.utep.edu/education/el3lab/>
- STEMers seminars: <https://www.utep.edu/education/stemers/>

Each student will report their learning during these activities. Students will use "Template 8 - Scholarly Participation Report" to complete the assignment. The rubric for this assignment can be found in Appendix 9. This scholarly participation report should be submitted to the corresponding assignment section in Blackboard.

8. Class Attendance and Participation (4 points)

Each week, we have different readings and topics for discussions. Students should be prepared and are expected to participate in the classes actively. Students are expected to attend classes

on time, finish assignments, and participate in the course professionally. ***Students who have more than two absence may be dropped with an “F” (Fail).*** Students missing a class are responsible for finding help to catch up with the course, complete any exercises, readings, activities, etc.

*Bonus point (1 point): At the end of the semester, students will receive a UTEP email inviting students to submit a course evaluation. Once students complete the evaluation, students will receive a completion confirmation message. To encourage students complete the course evaluation for this course, students may receive a bonus point by submitting their course evaluation “completion confirmation screenshots” (“NOT” the evaluation results) to show that they complete their course evaluation.

Course Requirements:

1. The link for all zoom meetings: <https://utep-edu.zoom.us/j/6178265571>
2. All assignments should be submitted through the Blackboard system and use WORD files or Powerpoint files. File names should start with “your name” and end with “the assignment name”. There should be no space in between. Taking the name of “Isaac Newton” for example.
 - 1) IsaacNewton-AssociationReport.docx
 - 2) IsaacNewton-ChapterCritiquePresentation.ppt
 - 3) IsaacNewton-ExemplaryStudyCritiqueNotes.docx
 - 4) IsaacNewton-EmpiricalStudyReport.xlsx
 - 5) IsaacNewton-LiteratureReview-Draft1.docx
 - 6) IsaacNewton-LiteratureReview-Evaluation.docx
 - 7) IsaacNewton-LiteratureReview-Draft2.docx
 - 8) IsaacNewton-LiteratureReviewPresentation.ppt
 - 9) IsaacNewton-LiteratureReview-Final.docx
 - 10) IsaacNewton-FacultyInterviewReport.docx
 - 11) IsaacNewton-ScholarlyParticipationReport.docx
3. Due dates are specified in Table 1 and due time is **11:59pm (midnight)** for ALL electronic submissions. Delayed submissions of any assignments will cause grade reductions. One delay day causes 10% reduction of a deserved grade, two delay days causes 20% of a deserved grade, and so on.
4. Each electronic file of assignments should not exceed 10 MB.

Grade for TED 6396

TED 6396 is a required course for all TLC students and is graded on a scale of Successful (S)/Unsatisfactory (U).

- Satisfactory (S): A student successfully obtains 70 points or more
- Under Construction/Unsatisfactory (U): A student obtains less than 70 points

UTEP Course Resources:

UTEP provides a variety of student services and support:

Technology Resources

- [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.

Academic Resources

- [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.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.

Scholarly Tools & Resources

- 1) Pei-Ling Hsu's website: <http://peilinghsu.utep.edu>
- 2) Survey website: <http://slido.com>
- 3) Scimago Journal & Country Rank: <https://www.scimagojr.com/>
- 4) OWL- Purdue Online Writing Lab: https://owl.purdue.edu/owl/purdue_owl.html
- 5) Free DOI Look Up – Crossref: <https://www.crossref.org/guestquery/>
- 6) ProQuest Dissertations & Theses Global : <https://0-search-proquest-com.lib.utep.edu/pqdtglobal/advanced?accountid=7121>
- 7) American Doctoral Dissertations: <http://0-web.ebscohost.com.lib.utep.edu/ehost/search/advanced?vid=0&sid=2d4941da-a556-4391-aa68-c865a493819a%40sessionmgr102>
- 8) Zotero (Online Reference Organization): <https://www.zotero.org/>
- 9) Mendeley (Reference Management): <https://www.mendeley.com/homepage5/?switchedFrom=>
- 10) LucidChart (Create diagrams on line): <https://www.lucidchart.com/>
- 11) Research Guide (University of Southern California): <http://libguides.usc.edu/writingguide>
- 12) UTEP-COE-EL3 colloquiums <http://coe.utep.edu/el3lab/>
- 13) UTEP-COE-EL3 STEMers seminars <https://www.utep.edu/education/stemers/>

Class Schedule (Table 1)

Changes may be made during the classes. Students should follow the latest changes.

No	Date	Topics & Activities	Readings before the class	Assignments Due (11:59pm) E: Everyone O: Only scheduled people
01	Aug 26 (F2F)	-Review Syllabus -Course Overview	Syllabus	
02	Sep 02	-Syllabus review quiz	Packet 1	E: CITI training certificate (Sep 01) E: Syllabus test (Sep 01)
03	Sep 09 (F2F)	-Plagiarism, APA, Literature Review	Packet 1	E: Association report (Template 1) (Sep 08)
04	Sep 16	-Ch 10: Experimental Designs -Ch 11: Correlational Designs	Packet 2	E: Ch 10 & 11 discussion board posts (Sep 12) E: Ch 10 & 11 discussion board responses (Sep 15)
05	Sep 23 (F2F)	-I wonder..... Ch 10 & Ch 11 - Discussion on Experimental Designs & Correlational Designs	Packet 2	O: Ch 10 & Ch 11 powerpoint presentations (Sep 22) O: Ch 10 & Ch 11 critiques notes (Template 2) (Sep 22)
06	Sep 30	-Ch 12: Survey Designs -Ch 13: Grounded Theory Designs -APA	Packet 3	E: Ch 12 & 13 discussion board posts (Sep 26) E: Ch 12 & 13 discussion board responses (Sep 29) E: APA test 1 (Sep 29)
07	Oct 07 (F2F)	-I wonder..... Ch 12 & Ch 13 - Discussion on Survey Designs & Grounded Theory Designs	Packet 3	O: Ch 12 & Ch 13 powerpoint presentations (Oct 06) O: Ch 12 & 13 critiques notes (Template 2) (Oct 06)
08	Oct 14	-Ch 14: Ethnographic Designs -Ch 15: Narrative Research Designs	Packet 4	E: Ch 14 & 15 discussion board posts (Oct 10) E: Ch 14 & 15 discussion board responses (Oct 13)
09	Oct 21 (F2F)	-I wonder..... Ch 14 & Ch 15 - Discussion on Ethnographic Designs & Narrative Research Designs	Packet 4	O: Ch 14 & 15 powerpoint presentations (Oct 20) O: Ch 14 & 15 critiques notes (Template 2) (Oct 20) E: Empirical Study Report (Template 3) (Oct 20)
10	Oct 28	-Ch 16: Mixed Methods Designs -Ch 17: Action Research Designs -APA	Packet 5	E: Ch 16 & 17 discussion board posts (Oct 24) E: Ch 16 & 17 discussion board responses (Oct 27) E: APA test 2 (Oct 27)
11	Nov 04 (F2F)	-I wonder..... Ch 16 & Ch 17 - Discussion on Mixed Methods Designs & Action Research Designs	Packet 5	O: Ch 16 & 17 powerpoint presentations (Nov 03) O: Ch 16 & 17 critiques notes (Template 2) (Nov 03)
12	Nov 11	-Literature Review	Packet 6	E: Literature Review- Draft 1 (Template 4), B-Email to the class (Nov 10)
13	Nov 18 (F2F)	-Discussion on Literature Review	Packet 7	E: Literature Review-Evaluation (Template 5), B-Email to the class (Nov 17) E: Faculty Interview Report (Template 6) (Nov 17)
14	Nov 25	-Literature Review -APA	Packet 8	E: Literature Review- Draft 2 (Template 7) (Nov 24) E: APA test 3 (Nov 24)
15	Dec 02 (F2F)	Final Presentation Day		E: Scholarly Participation Report (Template 8) (Dec 01) E: Literature Review Presentation Powerpoint (Dec 01)
16	Dec 09	No Class-Semester End		E: Literature Review- Final (Template 9) (Dec 08) E: UTEP Course Evaluation (Dec 08)

Appendixes:

Appendix 1: Grading Rubric for “Association Report”

67-100%	34-66%	0-33%
<p>-The association selected has scholarly values and activities.</p> <p>- Justification for joining this association membership is cogent, personalized, and concise.</p> <p>-The description of this association’s activities and timeline is clear, specific, detailed, and informative.</p>	<p>-The association selected in not for scholars but more for practitioners.</p> <p>-Justification for joining this association membership is not clear, connection to personal research interests isn’t mentioned.</p> <p>-The description of this association’s activities and timeline is short and board.</p>	<p>-The association selected does not have scholarly values and activities.</p> <p>-There is a copy of the association’s mission instead of a justification of why the organization is worth to join.</p> <p>-The description of this association’s activities and timeline is not clear.</p>

Appendix 2: Grading Rubric for “Discussion Board Post - Reflection”

	67-100%	34-66%	0-33%
Follow instructions to cover required content	Reflection (minimum 500 words) should include (1) summary of the reading, (2) personal connection to the reading, (3) concerns and questions for the readings. Each reflection should cite at least 2 references and post the 2 references at the end of each reflection. The titles for the reflection posts should indicate student name and reflection chapter number: “Pei-Ling Hsu - Reflection on Chapter 10,” “Pei-Ling Hsu - Reflection on Chapter 11,” etc.	Reflection covers most of the requirements.	Reflection covers only a few requirements.
Analysis / Interpretation	The reflection uses sources, including outside as well as required reading. In addition, it demonstrates that the student has gained new understanding of the topic.	Some reflections do analysis or interpretation well, but a significant number do not. This might be because the analysis was not done well or because it was not attempted (that is, was simply opinion).	Reflections generally show little evidence of analysis, consisting instead of opinion and feelings and impressions.
Writing Skill	Sentences are clear and wording is unambiguous. Correct word choice, correct spelling, and correct grammar. Writing style can still be conversational rather than formal. The writing does not have to be flawless, but it will be better than average writing.	Ordinary, good writing. Lapses are regular and patterned, but do not undermine the communication or the persuasiveness of the argument.	Grammar, spelling, and/or word choice errors are frequent enough that the sense of the message is lost or muddled.

Appendix 3: Grading Rubric for “Chapter Critique Presentation”

		67-100%	34-66%	0-33%
Chapter introduction	Coverage	The presentation covers the essences of the chapter thoroughly	The presentation covers the essences of the chapter partially	The presentation covers the essences of the chapter poorly
Visuals	The presentation includes various visual representations to convey the chapter.	The presentation includes a few visual representations to convey the chapter.	The presentation does not use any visual representation to convey the chapter.	Visuals
Clarity	The presentation is well-structured, clear and easy to follow	The majority of the presentation is unclear and confusing	The presentation has no structure and difficult to follow	Clarity
Critiques of the exemplary study	Fruitfulness	The presentation includes 5 or more topic related strengths and 5 or more topic related weaknesses of the exemplary study	The presentation includes 3-4 topic related strengths and 3-4 topic related weaknesses of the exemplary study	The presentation includes 0-2 topic related strengths and 0-2 topic related weaknesses of the exemplary study
	Validity	All critiques are well supported with quotes to validate arguments and elaborations	A majority of these critiques are well supported with quotes to validate arguments and elaborations	Less than 50% of these critiques are well supported with quotes to validate arguments and elaborations
	Clarity	The presentation is well-structured, clear and easy to follow	The majority of the presentation is unclear and confusing	The presentation has no structure and difficult to follow

Appendix 4: Grading Rubric for “Empirical Study Report”

67-100%	34-66%	0-33%
<ul style="list-style-type: none"> -Identify at least 30 relevant empirical studies -Include at least 2 dissertations -Methods, data sources, ethics consideration, and methodological strengths and weaknesses are described thoroughly -All references follow APA 7 format 	<ul style="list-style-type: none"> -Identify at least 10-29 relevant empirical studies -Include at least 2 dissertations -Methods, data sources, ethics consideration, and methodological strengths and weaknesses are described partially -Not all references follow APA 7 format 	<ul style="list-style-type: none"> -Identify at least 1-9 relevant empirical studies -Does not include 2 dissertations -Methods, data sources, ethics consideration, and methodological strengths and weaknesses are described partially -Not all references follow APA 7 format

Appendix 5: Grading Rubric for “Literature Review” (Draft 1, Draft 2, and Final)

67-100%	34-66%	0-33%
<ul style="list-style-type: none"> -Fulfill the minimum required words, references, and 30 empirical studies (please see the minimum required words and references in the templates) -The significance of the topic is well articulated and supported by scholarly work -Major themes of methods used, ethics considerations, methodological critiques, and suggestions for future research on in these empirical studies are synthesized logically and supported with logical reasoning and evidences -All references follow APA 7 format 	<ul style="list-style-type: none"> - Fulfill the minimum required words, references, and 30 empirical studies (please see the minimum required words and references in the templates) partially -The significance of the topic is articulated but is not supported by scholarly work -Most of the themes of methods used, ethics considerations, methodological critiques, and suggestions for future research on in these empirical studies are synthesized logically and supported with logical reasoning and evidences -Most of references follow APA 7 format 	<ul style="list-style-type: none"> -Does not the Fulfill the minimum required words, references, and 30 empirical studies (please see the minimum required words and references in the templates) -The significance of the topic is articulated but is not supported by scholarly work -Only some themes of methods used, ethics considerations, methodological critiques, and suggestions for future research on in these empirical studies are synthesized logically and supported with logical reasoning and evidences -Only some references follow APA 7 format

Appendix 6: Grading Rubric for “Literature Review - Evaluation”

67-100%	34-66%	0-33%
<ul style="list-style-type: none"> -Praise for merits are well articulated with logical reasoning and supported by scholarly work -Identifications of weaknesses and suggestions for improvements are well articulated with logical reasoning and supported by scholarly work -All references follow APA 7 format 	<ul style="list-style-type: none"> -Praise for merits are partially articulated with logical reasoning and supported by scholarly work -Identifications of weaknesses and suggestions for improvements are partially articulated with logical reasoning and supported by scholarly work -Most of references follow APA 7 format 	<ul style="list-style-type: none"> -Praise for merits are not articulated with logical reasoning and supported by scholarly work -Identifications of weaknesses and suggestions for improvements are not articulated with logical reasoning and/or supported by scholarly work -Only some references follow APA 7 format

Appendix 7: Grading Rubric for “Literature Review Presentation”

67-100%	34-66%	0-33%
<p>-The presentation covers the essences of the literature review.</p> <p>-All critiques are well supported with quotes to validate arguments and elaborations</p> <p>-The presentation includes various visual representations to convey the literature review.</p> <p>-The presentation is well-structured, clear and easy to follow.</p>	<p>-The presentation covers the essences of the literature review partially.</p> <p>-Most of the critiques are supported with quotes to validate arguments and elaborations</p> <p>-The presentation includes a few visual representations to convey the literature review.</p> <p>-The presentation is not clear.</p>	<p>-The presentation does not cover the essences of the literature review.</p> <p>-Only a few critiques are supported with quotes to validate arguments and elaborations</p> <p>-The presentation does not include visual representations to convey the chapter.</p> <p>-The presentation is difficult to follow.</p>

Appendix 8: Grading Rubric for “Faculty Interview Report”

67-100%	34-66%	0-33%
<p>-4 required questions were answered.</p> <p>-2 additional questions were asked.</p> <p>-The report is in the Q&A format and the writing is grammatically correct.</p>	<p>-Only 2-3 required questions were answered.</p> <p>-Only 1 additional questions were asked.</p> <p>-The report is not in the Q&A format and the writing is grammatically correct.</p>	<p>-No required questions were answered.</p> <p>-No additional questions were asked.</p> <p>-The report is not in the Q&A format and the writing is not grammatically correct.</p>

Appendix 9: Grading Rubric for “Scholarly Participation Report”

67-100%	34-66%	0-33%
<p>-The name, date, time, location, and topic of the scholarly activity is reported accurately.</p> <p>-Names of people who attended the scholarly activity are captured accurately.</p> <p>-Learning during this scholarly activity is well articulated and reflected.</p>	<p>-The name, date, time, location, and topic of the scholarly activity is reported partially.</p> <p>-Names of people who attended the scholarly activity are captured partially.</p> <p>-Learning during this scholarly activity is partially articulated and reflected.</p>	<p>-The name, date, time, location, and topic of the scholarly activity is not reported accurately.</p> <p>-Names of people who attended the scholarly activity are not captured accurately.</p> <p>-Learning during this scholarly activity is not articulated and reflected.</p>