

EDUCATIONAL RESEARCH METHODS (EDRS 6302) SPRING 2018

The University of Texas at El Paso

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Class meetings: On Wednesdays identified in the Course Schedule, 5pm - 7:50pm; EPCC Administrative Service Center

Office hours: Tuesdays & Thursdays 11:30am-1:30pm. To schedule a meeting outside of these hours, please **email** me to arrange a meeting time.

Textbook: Creswell, J. W. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research*. (Any edition is acceptable; 3rd, 4th, or 5th edition recommended.)

Hybrid course utilizing Blackboard: This online resource will be used to provide course materials and to facilitate communication between the instructor and students. You need a UTEP username and password to log into Blackboard. For technical assistance with accessing Blackboard, please contact the UTEP Helpdesk (915-747-5257, helpdesk@utep.edu).

Course description: This course provides an introduction and overview of educational research methods. Emphasis is placed on doctoral-level preparation to utilize research methods for dissertation studies and other research activities. Preparation to employ various research methods involves comprehension and critical evaluation of methodologies, which are the primary goals of this course.

Learning objectives: This course aims to guide students toward attaining the following learning objectives: 1) distinguish among the three primary research methodologies used in education research: quantitative, qualitative, and mixed methods; 2) identify epistemologies underlying different approaches to empirical research; 3) describe the relationship between theory and research; 4) recognize common procedures and tools associated with quantitative, qualitative, and mixed methods; 5) evaluate the validity of particular research studies.

Student learning outcomes: At the conclusion of the course, students will achieve the following outcomes: 1) formulate a research question appropriate for empirical investigation, and identify appropriate methods for studying the question; 2) explain how theory informs research; 3) locate and evaluate pertinent literature for studying a research question; 4) propose the design of a research study, while identifying limitations.

Course policies. Please observe the university's academic regulations outlined in the UTEP Graduate Catalog (<http://catalog.utep.edu/grad/>), in addition to more detailed course policies described below.

Attendance policy: Full attendance is expected; missing more than two classes will result in a significantly lower grade or being dropped from the class (depending on the number of absences and quality of class participation). Prior notification of absence is expected if possible, but will not necessarily excuse your absence. Absences will be evaluated on a case-by-case basis. Class

interruptions, such as late arrivals, early departures, answering phone calls, sending/receiving electronic messages, or using computers for non-course-related purposes are highly discouraged.

Academic Integrity: Students are expected to demonstrate academic integrity in two respects: (1) submission of work original to each student; (2) proper citation of informational sources in written and orally presented work. Students must compose work in their own words according to their own interpretation of the material. Students may discuss course material prior to completing assignments in order to facilitate an understanding of concepts, but when individual work is required, students should work on assignments separately to avoid submission of work identical (or nearly so) in part or in whole. For every assignment submitted, it is important that students follow APA guidelines on citing references. Submitting work that is not your own from other sources constitutes plagiarism. Also, including information or writing in your assignment without citing the source similarly constitutes plagiarism. Please refer to resources on avoiding plagiarism provided by UTEP, including: <http://sa.utep.edu/osccr/academic-integrity/>, <http://sa.utep.edu/osccr/wp-content/uploads/sites/8/2012/09/Avoiding-Plagiarism.pdf>, and, <http://sa.utep.edu/osccr/wp-content/uploads/sites/8/2013/05/Faculty-Resource-Detecting-and-Deterring-Plagiarism.pdf>.

Grading policies: Grades for assignments will reflect adherence to instructions posted on Blackboard, as well as accuracy and quality of content. Grading rubrics are provided on Blackboard. See also section below on Requirements – Assignments.

Late work: No higher than a B can be earned on an assignment that is **2 days** overdue. In other words, the assignment will be graded starting at a “B” and additional points will be lost for incorrect, incomplete, or unsatisfactory responses, as outlined in the assignment rubric.

I will not review a student’s assignment for errors prior to submission of the assignment for a grade, which amounts to “pre-grading.” In other words, when asking for assistance with assignments, students must come prepared to the instructor with **specific** questions, not general requests to review work. Similarly, I will not review drafts of papers outside the context of a meeting to discuss specific questions about the paper. This policy is set in order for me to provide **equivalent** feedback to all students in the course.

I will assign an “Incomplete” for the course only under the conditions described in the UTEP Graduate Catalog (<http://catalog.utep.edu/grad/>).

Final grades of A, B, C, and lower will be assigned according to the number of points earned in the course, with respect to the following scale:

Grading scale

A = 100-90 points

B = 89-80 points

C = 79-70 points, etc.

Requirements. In addition to mandatory class attendance, as described above in "Course policies," students will be evaluated on completion of the assignments.

Assignments: Course assignment instructions, due dates, and grading rubrics are posted on Blackboard. For each assignment, a set of written instructions is posted that describes the expected content, structure, and format. Instructions each contain a stated **learning objective** in alignment with the student outcomes listed earlier in this syllabus. Completed assignments must be uploaded on Blackboard. Please do not miss class to work on the assignment due that day—you will fall behind on important material for the next assignment, and jeopardize the attendance component of your grade.

Assistance with writing & citations: Students are expected to submit work that is proofread and formatted in **APA style**, where applicable. If you need assistance with APA formatting or general scientific writing skills, please refer to resources provided by the University Writing Center (<http://academics.utep.edu/writingcenter>), and those listed in **Education Research Resources** on Blackboard.

Required reading: Students are expected to have accomplished reading assignments and/or Blackboard exercises prior to each class meeting, as indicated in the “**Course schedule**.” Students are responsible for all assigned reading material, including chapters from the required textbook, as well as modules, articles, and other content identified on Blackboard.

Evaluation:

Research Methods Reports (5) x 15 points each = 75 points

Lead presenter = 15 points

Research Interests Statement = 10 points

Total points = 100

Course schedule: Note that some weeks we will not be meeting in class, but assignments and/or material may be posted on Blackboard. **Check Blackboard regularly for any updates or modifications to the course schedule.**

COURSE SCHEDULE

| Date | Topic | Assignment Due | Text* |
|-------------|----------------------------------|-------------------------------------|----------------|
| 1/17 | MEET Learning Objective 1 & 2 | | Ch. 1 |
| 1/24 | MEET Learning Objective 1 & 2 | | Ch. 2, 3, 4 |
| 1/31 | MEET Learning Objective 3 | | Ch. 5-6, 10-12 |
| 2/7 | ONLINE | Research Article Selection | |
| 2/14 | ONLINE | Research Interests Statement | |
| 2/21 | MEET Learning Objective 4 | Lead Presenter #1 | Ch. 7-8, 13-15 |
| 2/28 | ONLINE | Research Methods Report #1 | |
| 3/7 | MEET Learning Objective 4 | Lead Presenter #2 | Ch. 7-8, 13-15 |
| 3/14 | SPRING BREAK | | |
| 3/21 | ONLINE | Research Methods Report #2 | |
| 3/28 | MEET Learning Objective 4 | Lead Presenter #3 | Ch. 16-17 |

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| 4/4 | ONLINE | Research Methods Report #3 | |
| 4/11 | MEET Learning Objective 4 | Lead Presenter #4 | Ch. 16-17 |
| 4/18 | ONLINE | Research Methods Report #4 | |
| 4/25 | MEET Learning Objective 5 | Lead Presenter #5 Lead Presenter #6 | Ch. 9 |
| 5/2 | ONLINE | Research Methods Report #5 | |
| 5/9 | ONLINE (Finals week) | Research Methods Report #6 | |

*Numbered for 4th edition of textbook.