



THE UNIVERSITY OF TEXAS AT
EL PASO

College of Education
Educational Psychology and Special
Services

**EDPC 5310: Applied Research Design for
Educators**

Contact Information:

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Office Hours: Monday 2:00 – 3:30 online; Wednesday 3:00 – 4:30 on campus; or by appointment
Office Phone: (915) 747-7639 (NOTE: If you call and I don't answer, please leave a message. I will receive an email with a recording of your message, so if I am working at home I will still receive your message.)

Textbook Information:

Required Text: Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2015). *How to Design and Evaluate Research in Education* (9th ed.). New York: McGraw-Hill.
(International version is cheaper and has the same content)
Recommended Text: American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association.
Supplemental Readings: Research articles to be assigned (TBA)

Course Overview

This course introduces students to research methods used in educational and community settings that serve diverse populations. Emphasis will be placed on understanding the nature of research, the research process, and various quantitative and qualitative research methodologies so that students can read, use and design research to address educational and community problems and program needs.

Course Objectives

Objective	CACREP Standard	TXES School Counselor	Learning Activity	Outcome Measure
Goal: Section II F. 8. The goal is for students to develop skills in conducting and using research to inform evidence-based counseling practice.				
Objective 1. Understand the importance of research in advancing the counseling profession, including its use to inform evidence-based practice.	F 8a	Domain II: Competency 6.6 Domain III: Competency 10.4, 10.5	Classroom lectures, online tutorials, reading, group discussions	Research Project Parts 1 - 3
Objective 2. Identify and describe counseling-related educational problems	8 a	Domain II: Competency 6.6	Classroom lectures, reading, group discussions	Research Project Part 1
Objective 3. Formulate educational research questions	8a	Domain II: Competency 6.6. Domain III: 10.5	Classroom lectures, reading, group discussions, Research Project Part 1	Research Project Part 1
Objective 4. Understand the steps of planning and conducting a counseling-related research study	8a	Domain II: Competency 6.6, Domain III: 10.5	Classroom lectures and activities, online tutorials, reading, group discussions, Research Project Parts 1 - 3	Research Project Parts 1 - 3
Objective 5. Conduct a literature review in order to identify and review credible sources informing a counseling problem	8a	Domain II: Competency 6.6, Domain III: 10.5	Classroom lectures, reading, group discussions, Research Project Part 1	Research Project Part 1
Objective 6. Understand and identify the types and roles of variables, hypotheses, and sampling procedures in educational research	8a	Domain II: Competency 6.6, Domain III: 10.5	Classroom lectures, online tutorials, reading, group discussions, Research Project Part 1	Mid-term exam, Research Project Part 1

Objective 7. Understand qualitative, quantitative and mixed research methods and designs and when they are used	8 e, f	Domain II: Competency 6.6, Domain III: 10.5	Classroom lectures, online tutorials, reading, group discussions, Research Project Parts 1 - 3	Mid-term and final exams
Objective 8. Understand basic statistical methods used in counseling research	8 g	Domain II: Competency 6.6, Domain III: 10.5	Classroom lectures and activities, online tutorials, reading, group discussions	Mid-term exam
Objective 9. Analyze basic statistical data and results in counseling research	8 h	Domain II: Competency 6.6, Domain III: 10.5	Classroom lectures and activities, reading, group discussions, Statistics Worksheet	Research project, mid-term and final exams
Objective 10. Understand ethical issues and practices in conducting, interpreting, and reporting results of research in counseling	8 i	Domain III: Competency 10.5	Lectures, reading, CITI human subjects training, group discussions, Research Project Part 3	CITI training; Research Project Part 3
Goal: Section II F. 7 The goal is for students to understand and assess the reliability and validity of measurements used in educational research.				
11. Explain the importance of validity, reliability, and scales of measurement in reading and conducting educational research	7 f h	Domain II: Competency 7,3	Classroom lectures, reading, online tutorial, group discussions, Research Project Part 2	Mid-term exam, Research Project Part 2

Expectations

Because this is a graduate course of study leading to an advanced academic degree, I have high expectations for you. Likewise, you should have high expectations for me. Our behavior in the class reflects our professional attitudes about education as a profession. This class will be taught in a hybrid format, so these expectations include behavior both in class and online.

I expect the following of students:

- Time management. This is a time-intensive and content-intensive class. The rule of thumb for studying in graduate courses is approximately three (3) hours for every credit hour taken. This is a standard figure recommended for graduate school by American universities. This means that

for every hour we meet on campus, you should expect to devote up to 3 hours out of class to written assignments and preparing for class. You may not always need to devote this amount of time but you should be prepared to do so if necessary to be successful in this class.

- Regular attendance at on-campus classes. Much of our learning will be done in the interactive, collaborative setting of the class. If someone is not here, it affects the learning of everyone in the class. If you must miss class due to professional reasons, please provide documentation ahead of time. If you know ahead of time that you must miss more than one class due to professional or personal reasons, you should plan to take the class in a subsequent semester. If you must miss class due to unexpected emergencies, please notify the instructor with documentation as soon as possible.
- Careful preparation for class. Because our time together is limited, it is essential that you come to class prepared. This means that you should read and reflect on assigned materials before class in order to be thoroughly prepared to discuss them. Again, if someone is not prepared, it affects the learning of everyone in the class. You will be required to complete practice quizzes on assigned chapters by the evening before we meet in class. Details on requirements are provided in the course timeline and course modules.
- Bring textbook and research articles to every class. In-class activities require having these available in order to actively participate; therefore they are a part of attendance and participation. *If you are unable to print or download assigned articles to a hand-held device, please notify the instructor in advance and I will make a copy available.*
- Active participation in face-to-face and online activities based on thorough preparation, thoughtful contributions, and respectful support of your colleagues' learning.
- Make regular use of the Blackboard site for this class as it will be our primary means of communication outside of class, and for learning when we are online. You should plan to check Blackboard several times weekly for announcements and Blackboard emails.
- On-time completion and submission of all assigned activities and assignments.
- Assignments will be submitted electronically through Blackboard before the due dates. Late assignments will be penalized one letter grade for each day they are late, unless prior arrangements have been made with the instructor. In order to make sure that you receive credit, it is strongly recommended that you not wait until the last minute to submit assignments through Blackboard in case it goes down or you lose power unexpectedly. In the unlikely event that Blackboard is down when you are submitting an assignment, you should send it to me as an attachment via UTEP email. However, you are still required to submit it through Blackboard when it becomes available.

Students should expect the following of me:

- Careful and thorough planning and preparation in support of your learning for classes and online activities.

- Feedback on assignments will usually be returned to you within one week of due date, barring unforeseen circumstances.
- Timely out-of-class communication, which will usually consist of Blackboard email correspondence since it is the most efficient and convenient method of communication. I will make every effort to respond to messages 2-4 times daily on Monday through Friday and within 24 hours on weekends. I will also be available for office hours and for personal and phone conferences by appointment. Use UTEP email only if Blackboard is down. If you call my office, please leave a voicemail message. It will get transcribed and sent to me as an email message via UTEP email, so I will get it even if I am working at home.
- Modeling effective teaching practices and professionalism.

Course Requirements

Attendance and Participation

I expect each of you to make every effort to attend all class meetings and participate actively in learning activities. Attendance and participation include the following: arriving to class on time, staying for the entire class, reading assigned chapters in the textbook and research articles before coming to class, bringing textbook and research articles to class, and actively participating in learning activities. Lack of any of these elements of attendance and participation without making prior arrangements will constitute an unexcused absence. I acknowledge that your obligation to this class will be superimposed on family and professional responsibilities. However, absence, lack of punctuality, or lack of preparation, does not excuse any of us from our obligations to our own learning and to the learning of others. Completion of this course constitutes partial fulfillment of the requirements for an advanced academic degree and professional certification/licensing. I expect that absence, late arrival, or early departure will be handled professionally. As a professional courtesy, the instructor should be contacted before class whenever possible. Attendance, active participation, and completion of in-class activities will be credited 5 points per class.

Practice Quizzes

For most chapters in the textbook, there will be one to three practice quizzes on Blackboard. A recent meta-analysis of research studies has confirmed that practice tests are the most beneficial study strategy for test preparation (Adesope, Trevisan, & Sundararajan, 2017). You will be required to complete one practice quiz per chapter before discussing the chapter in class and this will count as part of your attendance/participation grade. The remaining practice quizzes are optional but highly recommended. Completion of the quizzes will help you check your comprehension for our exams and help you practice for comprehensive and professional licensing exams. Completion of optional practice quizzes before discussing the chapters in class will also be taken into consideration in the event of a borderline grade. You will see your scores on these quizzes in your Blackboard grade center but they are not a separate part of your calculated grade. If you have questions as you complete the quizzes, please bring them to class so we can discuss and clarify concepts.

Learning Modules

For most of the chapters in the textbook, I have prepared learning modules to facilitate your learning. These modules include a summary of the most important topics in each chapter, offer examples of research concepts, and include YouTube videos to illustrate many of the important concepts. Although the modules do not include required assignments or quizzes, it is strongly recommended that you take advantage of these learning materials to help supplement your learning in the course. Please note that they do not replace reading the chapters, which contain more detailed information.

Research Project (Parts 1, 2, and 3)

Because this course fulfills requirements leading to a professional degree in counseling, the written assignments are designed to give you authentic experience in planning major phases of reading and designing educational research. They are sequenced to walk you through important steps of the research process leading up to designing a research study on an educational problem of interest to you. Each assignment is worth 40 points and will be graded using rubrics that spell out point values for each component of the assignment. In order to be as authentic as possible, you will have the option to complete these individually or in groups of no more than four members, since research is nearly always, but not necessarily, a collaborative enterprise. Parts 1 and 2 can be revised based on my feedback to earn back points. Part 3 is due at the end of the course and cannot be revised to earn additional points. Please be sure to follow the instructions in the assignment when making revisions.

Exams

There will be two online exams worth 50 points each. These exams are designed to assess your ability to understand and apply important research concepts and to help you prepare for comprehensive and professional licensing exams. You will take your exams through Respondus Monitor/Lockdown Browser, which is software to prevent plagiarism. If you use your own computer you will need a webcam, or you can take the exam on campus at any computer lab. Make sure to download and deploy Respondus lockdown browser in advance of the exam, so you can get familiar with how it works. You will download it from the UTEP Bb site once you log in with your credentials. During the exams, you are allowed to use only a paper version of the textbook and printouts of the course reading modules. You may not do any of the following: access any other websites, use any other electronic devices (e.g. cell phone, tablet, laptop, smart watch, etc.), speak with anyone (except lab assistant for technology issues), take notes, leave your computer unless there is an emergency, or return to any previously opened exam questions.

In addition to the exams, you will complete five selected modules from the CITI IRB training for ethics in research and protection of human subjects. There is one brief quiz for each IRB module, for a total of 20 points. Performance on the IRB quizzes will be documented by submitting a screen capture of the modules completed, including the quiz scores and your name. While you are in the CITI training site, the IRB quizzes may be retaken to improve your score, but the documentation for completion must be submitted through Blackboard by the due date. It is recommended, therefore, that you complete this training early so that you may retake the quizzes if you choose.

Following is a listing of the course requirements and point values:

Assignment	Points Possible
Introductory Tasks	5
Research Questionnaires (pre – 5 points and post – 10 points)	15
Research Project Part 1	40
Research Project Part 2	40
Research Project Part 3	40
IRB training (documented with screen capture of module completion)	25
Exams (2 @ 50 points each)	100
<u>Attendance/Participation (7 classes @ 5 points each)</u>	<u>35</u>
Total Points	300

Grading rubrics will be provided for each required written assignment. Letter grades will be assigned using the following scale:

- A = 90% to 100%
- B = 80% to 89%
- C = 70% to 79%
- D = 60% to 69%
- F = 59% and below

IMPORTANT NOTE ABOUT GRADES: You will be able to see your accumulated points and percentage in Blackboard. However, it is the responsibility of each student to monitor your own grades and bring any concerns to the attention of the instructor. Unfortunately there are occasional glitches in the grade center in Blackboard, but I can only correct them if I am made aware of them. It is also the responsibility of the student to contact the instructor if there are concerns about performance in the class. This must be done early enough in the course so that a plan for improvement can be put into place. If you wait until the end of the course, it is too late. Although there might be occasional opportunities during the class for all students to earn extra credit points, no such opportunity will be offered to individual students at any time.

Students with Disabilities

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, please provide documentation to the Center for Accommodations and Support Services (CASS).

Standards for Professional Student Conduct

You have entered a professional program and therefore it is expected that your behavior will be professional at all times. Students are allowed and encouraged to disagree and have differing viewpoints. All appropriate comments are encouraged! Any classrooms, whether face-to-face or online, are not the place for insulting or insensitive comments, attacks, or venting. Disrespect,

prejudice, or hurtful language will not be tolerated. Inappropriate comments and behavior will be subject to disciplinary action up to and including receiving a failing grade in the class.

Students are expected to write at the graduate level. Spell check and grammar check can be helpful but they do not correct all errors. It is your responsibility to proof your papers. If you need assistance with proofing your papers, please contact the UTEP Writing Lab (*see under useful websites*). Upon leaving UTEP you will be expected to prepare client reports and case progress notes. You must write at a professional level if you want to be taken seriously in this profession. UTEP has resources available to aid you with professional writing, but it is your responsibility to use those resources.

Academic honesty is expected of all students. Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts that erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Academic dishonesty (including, but not limited to, cheating, plagiarism, and collusion) is considered a violation of the UTEP Handbook of Operating Procedures and will not be tolerated.

A. "Cheating" includes:

1. Copying from the test paper of another student, engaging in written, oral, or any other means of communication with another student during a test, or giving aid to or seeking aid from another student during a test;
2. Possession and/or use during a test of materials which aren't authorized by the person giving the test, such as class notes, books, or specifically designed "crib notes";
3. Using, obtaining, or attempting to obtain by any means the whole or any part of non-administered test, test key, homework solution, or computer program; using a test that has been administered in prior classes or semesters but which will be used again either in whole or in part without permission of the instructor; accessing a test bank without instructor permission; or sharing all or part of a test with another student.
4. Collaborating with or seeking aid from another student for an assignment without authority;
5. Substituting for another person, or permitting another person to substitute for one's self, to take a test; and
6. Falsifying research data, reports or other records or academic work offered for credit;

B. "Plagiarism" means the appropriation, buying, receiving as a gift or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own academic work offered for credit, or using work in a paper or assignment for which the student had received credit in another course without direct permission of all involved instructors;

C. **“Collusion”** means the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on scholastic dishonesty.

The professor will schedule a conference with any student demonstrating (1) signs or symptoms indicative of the possibility of substance intoxication, (2) symptoms or behaviors associated with a significant mental disorder, (3) significant discriminatory verbalizations and/or behaviors related to racial, ethnic, gender, age, or sexual orientation issues, and/or (4) any other resistant, inflammatory, and/or inappropriate behaviors or verbalizations, which could impede his/her or any other student’s progress in the course and, which may impair his/her ability to function effectively as a counselor. After considering all options and alternatives, a decision will be made by the professor, who may consult with other departmental faculty and/or the department chair, as to an appropriate course of action to assist the student, to include a determination regarding the student’s continued progress in the course and possibly the program. This procedure complies with the Code of Ethics of the American Counseling Association (2005) which requires that “Supervisors (counselor educators) are aware of the limitations of supervisees (students) that might impede performance”; that “Supervisors assist supervisees (students) in securing remedial assistance when needed”, that “They recommend dismissal from training programs... when those supervisees (students) are unable to provide competent professional services”; and that “Supervisors (counselor educators) seek consultation and document their decisions to dismiss or refer supervisees for assistance” (Section F.5.b.). **All students enrolled in this course MUST adhere at all times to the 2014 American Counseling Association Code of Ethics.**

Tentative Course Schedule

Course Weeks	Important Due Dates and Deadlines		Classes
	Complete on or before:	Task:	Class topics/activities:
Preparation Week Monday 6/4 thru Sunday 6/10	Monday 6/11 at 5:00 PM	Complete introductory tasks in Blackboard Submit completed research questionnaires in BB Read: Ch. 1- 2, 5-6; skim Ch. 3 (specific pages indicated in BB) Complete learning modules in preparation for class on 6/11 Complete at least one practice quiz per chapter for Ch. 1-2, 5-6	

<p>Week 1:</p> <p>Monday 6/11 thru Sunday 6/17</p>	<p>Class on campus</p> <p>Monday 6/11</p>		<p>What is educational research?</p> <p>Basics of Research, Part 1: Planning research and selecting a research problem</p> <p>Basics of Research, Part 2: Searching for research literature</p> <p>Basics of Research, Part 3: Variables, hypotheses, and sampling</p>
	<p>Wednesday 6/13 5:00 PM</p>	<p>Read Research Article 1 in preparation for class on 6/13</p> <p>Read Ch. 8-9 (pages indicated in BB) and complete learning modules in preparation for class</p> <p>Complete at least one practice quiz per chapter for Ch. 8-9</p>	
	<p>Class on campus</p> <p>Wednesday 6/13</p>		<p>Article Discussion 1 (Experimental/quasi-experimental)</p> <p>Research Project Part 1</p> <p>Intro to Basics of Research, Part 4: Measuring Variables in Educational Research</p> <ul style="list-style-type: none"> • Validity and reliability of measures • Scales of measurement • Internal validity
<p>Week 2</p> <p>Monday 6/18 thru Sunday 6/24</p>	<p>Class on campus</p> <p>Monday 6/18</p>	<p>Review Ch. 8-9; read Ch. 10-12 and complete learning modules in preparation for class</p> <p>Complete at least one practice quiz per chapter for Ch. 10-12</p>	<p>Basics of Research, Part 4, cont.: Measuring Variables in Educational Research</p> <ul style="list-style-type: none"> • Validity and reliability of measures • Scales of measurement Internal validity <p>Basics of Research, Part 5: Statistical concepts for quantitative research</p>

			<ul style="list-style-type: none"> • Descriptive statistics: Measures of central tendency and measures of variability – <i>Means and standard deviations</i> • Inferential statistics and hypothesis testing: <i>t-tests, ANOVA, chi-square tests</i>
	Tuesday 6/19 11:59 PM	Research Project Part 1 due	
	Class on campus Wednesday 6/20	Review Ch. 10-12	Statistics Worksheet Review for Midterm Work on research Project Part 2
	Friday 6/22 11:59 PM	Midterm Exam due	
Week 3 Monday 6/25 thru 7/1	Monday 6/26 5:00 PM	Read Ch. 13–16 and complete learning modules in preparation for class on 6/25 Complete at least one practice quiz per chapter for Ch. 13-16	
	Class on campus Monday 6/25		Research methods 1: Quantitative research – experimental, single subject, correlational and causal comparative
	Wednesday 6/27 5:00 PM	Read Research Article 2 in preparation for class; Review chapters 13 - 16	
	Class on campus Wednesday 6/27		Article Discussion 2 (Single subject research) Work on Research Project Part 2
	Friday 6/29 11:59 PM	Research Project Part 2 due	
Week 4 Monday 7/2 thru Sunday 7/8	Monday 7/2 5:00 pm	Read Ch. 18–19, 23-24 and complete learning modules in preparation for class on 7/2 Complete at least one practice quiz per chapter for Ch. 18 – 19, 23 – 24	

		Read Research Article 3 in preparation for class	
	Class on campus Monday 7/2		Research methods 2: Qualitative research – observation and interviewing Research methods 3: Mixed methods and action research Basics of Research Part 5: Ethics in human research Research Article 3 (Qualitative) Ethics in Research
	No Class on campus Wednesday 7/4	Happy July 4 th !	
Follow-up Week Monday 7/10 thru Friday 7/14	Monday 7/10 11:59 PM	Complete required IRB CITI training modules and submit screen capture of completion through BB	
	Friday 7/14 11:59 PM	Exam 2 due	
	Friday 7/14 11:59 PM	Research Project Part 3 due	