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| **EPSY 5379 - D01 & D03**  **INTRODUCTION TO EDUCATIONAL RESEARCH**  **Spring 2020** |

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| **Professor** | | |
|  | | **Amani Zaier, Ph.D.**  Educational Psychology **Office:** Education 201F **Phone: (**806) 834-1533  **Email:** amani.zaier@ttu.edu |
| **Course Information** | | |
|  | **Course Credit:** 3 hours  **Class Meeting and Office Hours**  **Class Format/Location**: Online < [blackboard.ttu.edu](http://blackboard.ttu.edu/) >  **Office Hours**: Tuesday 1:00 pm to 3:00 pm- Thursday 1:00 pm to 3:00 pm & video conferences by appointment.  **Course Description**  Introduction to the nature of research and its relationship to educational research and practice. Focus is on preparing students to become better research consumers.  (3 hrs.)  **Course Purpose**  EPSY 5379 course provides students with the foundational knowledge and skills to be good consumers of research. The goal of this course is to introduce you to the foundations of educational research and prepare you how to become better research consumers as well as get you familiar with the various methodologies that are used in educational research. | |
| **Distinctive Skills and Trademark Outcomes** | | |
|  | The DLS specialization housed in the Educational Psychology program at Texas Tech University provides a competency-based program designed to assist students in developing a comprehensive knowledge of cognitive, motivational, social, and cultural processes that are related to human development and learning. Additionally, the specialization is designed to assist students in developing the skills that will enable them to effectively conduct research that makes significant and impactful contributions to the developmental and learning sciences, while also making educational psychology research more accessible, useful, and relevant to practitioners, stakeholders, and policymakers. To assist in fulfilling these objectives, this course is designed to help students in developing the following competencies:   * Critically read, analyze and evaluate educational research and assess the utility of research findings for educational practice. * Pose significant questions that can be investigated empirically. * Link research to relevant theory. * Use methods that permit direct investigation of the research question. * Use the appropriate analysis to answer research questions. * Provide a verbal and/or written interpretation of a study’s findings. * Communicate with practitioners, stakeholders, and policy makers regarding educational psychology research and its implications. | |
| **Textbooks & Materials** | | |
|  | ***Required***   * Plano Clark, V. L. & Creswell, J. W. (2015). Understanding research: A consumer guide (2nd ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 9780133831627 * We will also have a few other readings assigned that are not from the books listed above. All assigned readings will be listed on Blackboard.   **Additional Materials (Required)**   * Windows PC or Macintosh computer * High-speed Internet access * MS Office | |
| **Course Website** | | |
|  | This course is taught entirely online through the World Wide Web. The course uses a learning management system called Blackboard which provides convenient and easy to use tools for providing course content and assignments, keeping student records, asynchronous discussions, and other important features. All course materials, course calendar and assignment due dates will be made available in the course website. Assignments are also submitted using the course website.  The course website is available to students who have officially registered for EPSY5379 sections. If you registered late, it may take 1 or 2 days after you registered for the course to be able to access the website. To reach the course website, enter the following URL into the Open… dialog box on your Internet browser program: <http://blackboard.ttu.edu> This will take you to a Blackboard log in page. Your eraider username and password will be required to access the site. If you do not have an eraider account, you can request one at: https://eraider.ttu.edu. If you have forgotten your password or need help logging in, call Tech’s technology hotline at: 806-742-help.  As soon as you can access the course web site, explore it to get familiar with it. If you need help using Blackboard or any of the Blackboard tools such as the email, chat, or discussion tool, visit the Blackboard Student support site at: http://www.depts.ttu.edu/elearning/blackboard/student/ | |
| **Course Activities** | | |
|  | **Learning Activities**  The course involves the following major instructional strategies:   * Instructor as facilitator * Performance based assessment * Individual reading and writing assignments * Collaborative Learning * Online discussions   **Course Communication**  You can send me a private email message to course EPSY 5379 any time through Blackboard email. You may call my office at 806-834 1533 or stop by during the listed office hours. Please post your general questions to the online discussion board. | |
| **Evaluation Procedures** | | |
|  | **Assignments/Tasks**  Assignment categories are listed below, specific grading instructions will be given with each assignment.   1. **Participation, Discussions (100 points):**   Active and informed online participation is important in this class. You should complete assigned individual and group work (discussion posts, posting questions about reading, evaluation activities, etc.) and contribute to the discussions, communications, and online meetings (discussion boards, peer feedback, communications, etc.).   1. **Quizzes (100 points):**   Online quizzes will be given to assess your ability to comprehend the course requirements. During the semester you will complete **4** multiple choice items quizzes. Each quiz is worth **25** points. The quizzes are open book and will be timed. I strongly recommend you read the chapters before taking the quizzes. You will be tested over the ability to apply the concepts. You can take the quiz twice (2) times and the highest score will be recorded. Once the quiz has been opened it must be completed in one setting. You will not be able to save it and finish it later. Make up or late quizzes will not be accepted. Missing a quiz will result in a grade of “0”.   1. **Annotated Bibliography (100 points):**   Choose five articles that meet the criteria below. Read each one and take notes. Your notes can be in narrative/paragraph form or bullet points or any other format that works for you, but must be at least 100 words for each article, including the key points and conclusions, some description of the case/evidence/methods used, and your assessment of the article, including any concerns you have about its methodology, validity, generalizability. Your articles should be peer-reviewed and published in 2015 or later and related to your area of research interest or field of practice. You will turn in two things:   * A summary of around 500 words describing how you found your articles, any challenges you ran into, and what your conclusion is about the state of research (broadly) on your question. * A grid listing your 5 articles and which of the criteria they meet (template will be provided).  1. Article Critique (300 points):   During the semester you will critique three (3) research articles. The articles and the rubric will be provided. For each of the three articles, you will fill out and submit a rubric. In the first article you will critique only the introduction. In the second only methodology and in the third article critique you will focus only on the results.   1. Finding Bias in Articles (100):   You will be given an article to evaluate. Read the article carefully. Sometimes bias can be subtle or difficult to spot at first. You may need to read the article more than once. After you have read the article, respond to the following questions:   * Is the author staying neutral or is the author using certain words to describe something positive or negative? * How did the article make you feel? Did it leave you with more questions about the study? Did it leave you wanting to investigate the topic further by reviewing other articles? * Do you feel the researcher chose the best methodology and sample for their study? Could they have improved this in any way? * Did the results support the hypothesis or research questions? * What was the overall tone of the article? How did the researchers seem to feel about the topic? Did they seem to favor a certain position or were they neutral?  1. **Final Exam (100 points):** you will have to complete an online multiple-choice final exam.   **Grading**  Course grades will be assigned based on total percent of available points earned from the following:   |  |  | | --- | --- | | **Item** | **Points** | | 1. Participation & Discussions | 100 | | 1. Quizzes | 100 | | 1. Annotated bibliography | 100 | | 1. Three Article critiques | 300 | | 1. Bias in Article | 100 | | 1. Final Exam | 100 | | **Total** | **800** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | |  |  |  | | --- | --- | --- | | **Grading Scale** | | | | *Letters* | *Points* | *Percent (%) of available Points* | | **A** | 720-800 | 90-100 | | **B** | 640-719 | 80-89 | | **C** | 560-639 | 70-79 | | **D** | 480-559 | 60-69 | | **F** | 479 or below | 59 or below | |  | |  |  |  | | |
| **Grading Policy** | | |
|  | **Completing and Submitting Assignments**  Description and criteria for each assignment will be distributed during the semester via course website. Points awarded will be based on fulfilling the specific criteria for each assignment. This information will be made available well in advance of the corresponding deadlines. Students complete lessons, reading, and assignments working independently. Only completed assignments should be submitted. Assignments are submitted online through the course website. Please back up your work, program, and documents electronically until the semester has ended. Technology and software failure are not good excuses for late assignments.  **Participation**  Since there are no F2F class sessions, it is essential that students be able to manage their time efficiently. Students are expected to log in to Blackboard frequently and participate in all online discussions, individual and group/peer works. It is essential that students begin promptly, follow the course schedule, and do not fall behind. If it is necessary to miss class requirements, please inform the instructor in advance. It is your responsibility to provide satisfactory evidence of medical or other emergencies that may qualify as a valid excuse to the instructor. You will be responsible for all learning and/or required work from a missed online class period.  **Late Assignments**  All assignments are to be uploaded to Blackboard on the listed due date. A late assignment will be reduced by **10%** for each day that it is late. No points will be given for an assignment that is more than 3 days late. If there are extenuating circumstances, you should discuss the situation with the instructor to make alternative arrangements before the assignment is due.  **Incompletes**  Grades of incomplete will be given only when there are extenuating circumstances/extreme cases and the student has completed at least 75% of the assignments. Arrangements must be made with the instructor to receive a grade of incomplete. All incompletes are subject to one full letter-grade reduction.  **Writing Style and Format**  All written assignments are expected to be word processed with correct grammar, spelling, and punctuation. Each assignment is subject to a maximum 10% reduction in points for failure to meet these standards of professionalism (content, organization, style, grammar, spelling, and punctuation). Students are encouraged to use University Writing Center; Phone: 806-742-2476, web: <http://english.ttu.edu/uwc01> | |
| **Course and Classroom Policy** | | |
|  | **Academic Integrity**  Academic integrity is central to the learning and teaching process. Students are expected to conduct themselves in a manner that will contribute to the maintenance of academic integrity by making all reasonable efforts to prevent the occurrence of academic dishonesty. Academic dishonesty includes, but is not limited to, obtaining or giving aid on an assignment or examination, using, buying, stealing, transporting, or soliciting in whole or part of a research paper, computer program (visual design or code), or graphics, doing work for another student, and plagiarism of all types. Any notes or program code taken for assignments, research papers, or course projects should accurately record sources to material to be cited, quoted, paraphrased, or summarized, and papers should acknowledge these sources.  The penalties for academic dishonesty can include but not limited to a zero or a grade of "F" on the work in question, a grade of "F" in the course, or suspension. Please make sure that you reviewed the university’s policy on Academic Integrity available online at <http://www.depts.ttu.edu/studentjudicialprograms/academicinteg.php> | |
|  | **Special Needs**  Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405. | |
|  | **TTU Resources for Discrimination, Harassment, and Sexual Violence** | |
|  | Texas Tech University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from gender and/or sex discrimination of any kind. Sexual assault, discrimination, harassment, and other Title IX violations are not tolerated by the University. Report any incidents to the Office for Student Rights & Resolution, (806)-742-SAFE (7233) or file a report online at [titleix.ttu.edu/students](http://www.depts.ttu.edu/titleix/students/). Faculty and staff members at TTU are committed to connecting you to resources on campus. Some of these available resources are: TTU Student Counseling Center, 806-742-3674, <https://www.depts.ttu.edu/scc>/ (Provides confidential support on campus.) TTU Student Counseling Center 24-hour Helpline, 806-742-5555, (Assists students who are experiencing a mental health or interpersonal violence crisis. If you call the helpline, you will speak with a mental health counselor.) Voice of Hope Lubbock Rape Crisis Center, 806-763-7273, [voiceofhopelubbock.org](http://voiceofhopelubbock.org/) (24-hour hotline that provides support for survivors of sexual violence.) The Risk, Intervention, Safety and Education (RISE) Office, 806-742-2110, [rise.ttu.edu](http://www.depts.ttu.edu/rise/) (Provides a range of resources and support options focused on prevention education and student wellness.) Texas Tech Police Department, 806-742-3931, <http://www.depts.ttu.edu/ttpd> To report criminal activity that occurs on or near Texas Tech campus. | |
|  | **Religious Observances**  A student may be excused from attending classes or other required activities, for the observance of a religious holy day. Students are advised to provide timely (preferably at the beginning of the semester) notification to the instructor about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule. | |
|  | **Final Word**  The instructor reserves the right to amend this course outline at any time during the semester. In order to avoid student disappointment, it is the responsibility of the student to clarify any issue with the instructor prior to grading. | |
| **Seeking Help** | | |
|  | * If you are having problems with Blackboard or your university email account, such as not being able to log in, visit <http://www.depts.ttu.edu/helpcentral/assistance_request.php> , call (806)742-4357, or email [ithelpdesk@ttu.edu](mailto:ithelpdesk@ttu.edu) * You should pose a question about assignments or due dates to a teammate or classmate either through email or discussion board. * When you email the instructor, you should use **Blackboard email** and expect an answer within **24 to 48 hours**, excluding weekends. | |

This section below about CACREP 2016 Standards is only for Counselor education students:

**SECTION 2: PROFESSIONAL COUNSELING IDENTITY**

**COUNSELING CURRICULUM**

F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

**8. RESEARCH AND PROGRAM EVALUATION**

a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice

b. identification of evidence-based counseling practices

c. needs assessments

d. development of outcome measures for counseling programs

e. evaluation of counseling interventions and programs

f. qualitative, quantitative, and mixed research methods

g. designs used in research and program evaluation

h. statistical methods used in conducting research and program evaluation

i. analysis and use of data in counseling

1. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

**APPENDIX A: COURSE OUTLINE**\*

Table below covers the weekly topics. Please check Blackboard for detailed weekly schedule/outline/tasks &due dates.

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| ***Date*** | ***Assigned Readings*** | ***Topics*** |
| **Week 0**  01/15th | Syllabus and navigate course website | Introductions |
| **Week 1**  01/21st | Chapter 1. Clark & Creswell | The process of research: learning how research is conducted and reported |
| **Week 2**  01/27th | Chapter 2. Clark & Creswell | Quantitative and Qualitative research: understanding different types of study reports |
| **Week 3**  02/3rd | Chapter 3. Clark & Creswell | Statements of the problem: identifying why a study is important |
| **Week 4**  02/10th | Chapter 4. Clark & Creswell | Literature reviews: examining the background for a study |
| **Week 5**  02/17th | Chapter 5. Clark & Creswell | Purpose statements, research questions and hypotheses: identifying the intent of a study |
| **Week 6**  02/24th | Chapter 6. Clark & Creswell | Quantitative research designs: recognizing the overall plan for a study |
| **Week 7**  03/2nd | Chapter 7. Clark & Creswell | participants and data collection: identifying how quantitative information is gathered |
| **Week 8**  03/9th | Chapter 8 Clark & Creswell. | Data analysis and results: examining what was found in a quantitative study |
| **Week 9**  03/23rd | Chapter 9. Clark & Creswell | Qualitative research designs: recognizing the overall plan for a study |
| **Week 10**  03/30th | Chapter 10 Clark & Creswell. | Participants and data collection: identifying how qualitative information is gathered |
| **Week 11**  04/6th | Chapter 11. Clark & Creswell | Data analysis and results: examining what was found in a qualitative study. |
| **Week 12**  04/14th | Chapter 12. Clark & Creswell | Mixed methods research: studies that mix quantitative and qualitative research |
| **Week 13-14**  & 04/20th | Chapter 13. Clark & Creswell | Action research designs: research for solving practical problems |
| **Week 15**  04/27th  05/4th | Chapter 14. Clark & Creswell | Conclusions: identifying the interpretations and implications of a study |

*\* Please note: Schedule is subject to change*