



Syllabus | Spring 2018

CIED 5370 7B: Research in Teaching

College of Education – Department of Curriculum and Instruction

Required course for the Master of Education in Curriculum and Instruction in the College of Education

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Course format: Online, with weekly Skype meetings

Office hours: 5:00 to 6:00 pm on Monday and Tuesday.

By appointment – schedule via email. Can be face-to-face, online, phone, or skype. If you want to meet in person during monthly Skype sessions, I hold these sessions in TEC 278 C.

Course description

This course is designed for educators of all subject and grade levels. The focus of the course is to prepare teachers to read published research critically, to integrate those findings with personal experience in order to make reflective instructional decisions and to participate in pedagogical research, theory-building, and elementary statistics.

Required textbook and reference book

Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education*. New York: McGraw Hill

American Psychological Association (2009). *Publication manual* (6th ed.). Washington, DC.

Course objectives

This is an introductory research methods course. It is designed to prepare students for CIED 5085, the capstone class for Curriculum and Instruction. In CIED 5370 students will be introduced to qualitative and quantitative research methods. For this class, all students will begin to conduct a research project which will be completed and presented in person, in front of the faculty, in CIED 5085.

Your research must address an issue in education. Qualitative studies must have a minimum of 10 participants. Quantitative studies must have 35 participants or more.

Matrix

Topics/Objectives	Activities/Assessments	Measurement	S – SPA Standard Alignment TS – Texas Educator Standards/Competencies CF – Conceptual Framework N – NCATE Knowledge and Skills/ Proficiencies by indicator DDP – Dispositions & Diversity Proficiencies
Introduction to research	Class exercises	Final Exam	NCATE Unit Standards: Standard 1 State Standards CF 1, 3, 4 DDP 2-5, 10
Presentation of research	Initial stages Submitted assignment		NCATE Unit Standards: Standard 1 CF 1-5
Reference list	Submitted assignment	Written report	NCATE Unit Standards: Standard 1 State Standards CF 1, 3, 4 DDP 1-5, 10
Conduct qualitative research Or Conduct quantitative research	Fieldwork research	Write and submit electronically an introduction, literature review, and methodology for the research conducted Write and submit field notes or preliminary findings	NCATE Unit Standards: Standard 1 State Standards . CF 1-5 DDP 2-5, 10
Field Experience	Attend a professional meeting	Write and submit electronically a report demonstrating the role understanding diversity and appropriate dispositions play in the make-up of a teacher	NCATE Unit Standards: Standard 1 State Standards CF 1, 3, 4 DDP 1-6

[Conceptual Framework](#)
[NCATE Standards](#)
[ISTE NETS Standards](#)

IDEA objectives

The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential:

Gaining factual knowledge (terminology, classifications, methods and trends)

Learning fundamental principles, generalizations or theories

Course/instructor requirements

This course is designed for classroom teachers of all subject and grade levels. The focus of this course is to prepare teachers to read published research critically, to integrate those findings with personal experience in order to make reflective instructional decisions and to participate in pedagogical research writing, theory-building, and elementary statistics.

Please read the following Q & A

1. *How do I know whether I'm ready for an online class?*

A body of research is emerging that indicates several personal attributes are related to academic success with an online environment. Those attributes include self-motivation, self-discipline, and time management. In short, to succeed in an online course you must take responsibility to be a self-directed learner.

2. *What other resources do I need?*

Time! Online classes are especially attractive to students who are busy with work and family. But because the workload is the same for online and on-campus sections of this course, you must be able to carve out uninterrupted study time every week. Extensive reading and writing are requirements for success. And they take time.

3. *What about technology requirements?*

You need your own computer – not one you use at the office, at a computer lab, or at a friend's house. You need reliable, high speed Internet access – not Wi-Fi at Starbucks. You need a Webcam and headset. You need a Skype account, the latest version (free). You need technical proficiency in Microsoft Office Suite (especially Word).

4. *How do I get started?*

First, read the syllabus to get an overview of the course goals and requirements. Then browse around the course site to become familiar with all the features of Blackboard and locate your sources for help (DELTA). DELTA personnel are the people you will need to talk to when you have issues with technology.

5. *How is the course set up?*

Study the Calendar document to get an overview of the work flow. Since this is essentially a skill-building course, you will see that there are things to do each week of the course. Do not fall behind in your work. The course site is set up in online Modules. This syllabus outlines the expectations, your required reading, and assignments. There is an online final examination.

6. *When are assignments due?*

All assignments will be due by midnight of the noted submission date. **All assignments must be completed and submitted to be eligible to pass this class. Failure to submit an assignment will**

result in receiving an F for the course.

7. *What about the final exam?*

The exam will be open book, online, and timed. Once you start the exam, you must complete it.

8. *How do I complete the other assignments?*

Look in Course Documents. In this syllabus you will find (1) a detailed description of the assignment, (2) the rubric I will use to grade your assignment. In addition, I will post examples on the course site, when needed, for you to compare your work. While these are good examples, they are not models. That is, they are not perfect. Instead, look at them to stimulate your own thinking about how to complete the assignment.

9. *How do I get answers to my other questions?*

Post any course-related questions to the Virtual Office – I will check it daily. Email me with any personal, private questions or problems. **Contact DELTA helpdesk for technology questions.**
Please note – problems with technology will not constitute an excuse for submitting late work!

10. *What is the relationship between CIED 5370 and CIED 5085?*

CIED 5370 and CIED 5085 are the Capstone research courses for the Master's degree in Curriculum and Instruction. Students must successfully complete CIED 5370 before taking CIED 5085. In CIED 5085 students will complete the research project begun in CIED 5370. At the conclusion of CIED 5085 all students will submit their research project in written format to the professor of the class. They will also be **required to come to a selected site and make an oral presentation and defense of their research to classmates and a group of faculty in order to successfully complete the course.**

Calendar fall 7-B_5370_Spring 2018 – Due dates of the assignments and the Skype session are noted. Read the syllabus and acknowledge you have done so on the Module 1 link to gain access to the course.

Calendar

CIED 5370- 7B-01

January 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
14	15	16	17 Classes Begin Read the syllabus and acknowledge having done so on Blackboard	18 Module 2 Due	19	20

			Course overview on Skype @ 6:00 pm			
21	22 Module 3 Due	23	24	25 Module 4 Due	26	27
28	29	30 Module 5 Due	31			

February 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Module 6 Due	2	3
4	5	6 Module 7 Due	7 Skype @ 6:00 pm	8 Module 8 Due	9	10
11	12	13 Module 11 Due	14 Skype @ 6 p.m.	15	16	17
18	19	20 Module 12 Due	21	22	23	24
25	26	27 Module 13 Due Review for Final on Skype @ 6:00 p.m.	28			

March 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7 Module 14 Final Exam Available	8 Module 14 Final Exam Available	9 Module 14 Final Exam Available	10

Assignments/activities and rubrics Fall 2017

If you have any questions about an assignment or want me to review it before it is submitted for a grade – contact me. I will review it and give you feedback. If you are off track, I will get you back on where you need to be! All submitted assignments will be graded before the next one is due.

Attending the Skype session is voluntary.

All grading opportunities are due by midnight on the date they noted in the calendar. All work must be completed using standardized American English. APA 6th edition format is required for citations and references. Failure to follow these directions will result in the loss of points up to the total possible for each assignment. **All assignments must be submitted to be eligible to earn a passing grade in the course. Late work will be severely penalized.**

Module 1

Read the syllabus and acknowledge your understanding of it by submitting a statement to the assignment link. This will allow you access to the remaining modules in the course.

Module 2

Read Chapter 1 in Fraenkel.

Submit to the Assignment Link a 3-page report on the importance of utilizing research based curriculum in our schools. Use a minimum of 5 references. APA 6th edition guidelines for writing and citation must be followed - 25 points possible points. If work late, up to 24 hours late, 13 points will be lost. If the submission is more than 24 hours late, only 5 points can be earned.

Rubric – Use standardized American English. Follow the APA 6th edition for your citations. If you submit words written by someone else, **cite the source!** Begin thinking and planning a research project. Familiarize yourself with the use of Skype. Practice using Skype with a classmate if necessary.

Module 3

Complete Module 3 writing assignment (p.36 in Fraenkel) and submit to the Assignment Link. (10 points). If work is late, up to 24 hours late, 5 points will be lost. If the submission is more than 24 hours late, only one point can be earned.

Submit to the correct assignment link.

Rubric - This assignment is designed to get you thinking about educational research and the research problem you wish to study. I will look for clarity of thought.

Module 4 – 2 parts for a total of 20 points

1. Complete Problem Sheet 3 on page 59 and submit it as a word document. (10 points) If you submit your work late, up to 24 hours late, you will lose 5 points. If your submission is more than 24 hours late, you can only earn 1 point.

2. Construct a reference list with 10 citations. Use peer-reviewed (scholarly) journal articles only. It is strongly suggested that you use this as an opportunity to review the literature in the area of your research topic. (10 points) If work is late, up to 24 hours late, 5 points will be lost. If the submission is more than 24 hours late, only one point can be earned.

Rubric – APA 6th edition guidelines must be followed. Points will be deducted for incorrect construction of the reference list as well as errors in grammar, punctuation and spelling. **Submit a separate word document for each assignment in this module to the correct assignment link.**

Module 5

Read Chapter 4 in Fraenkel.

Submit your Collaborative Training Initiative Certificate (CITI) to the Assignment Link. (50 points) The link to this program site is www.shsu.edu/dept/office-of-research-and-sponsored-programs/compliance/citi-training.html. If work is late, up to 24 hours late, 25 points will be lost. If the submission is more than 24 hours late, only 5 points can be earned.

Rubric – the certificate will be your rubric for this assignment. **Note, you will not be able to begin your research until you have received written approval by myself, the school district(s) and your chosen participants.**

Module 6 – 2 parts (2 word documents)

1. Write a 3 sentence description of your research problem (page 27 in Fraenkel). Write a 1 sentence research question (page 27 in Fraenkel) on a current issue in education. Submit this word document to the correct assignment link. (5 points) If work is late, up to 24 hours late, 3 points will be lost. If the submission is more than 24 hours late, only one point can be earned.

2. Develop a list of interview/research questions (10 to 15). Read chapters 17 and 18 in Fraenkel) List the sites for your interviews. Submit this word document to the Assignment link. (5 points) If work is late, up to 24 hours late, 3 points will be lost. If your submission is more than 24 hours late, only one point can be earned.

Rubric – Take this assignment and think about it – a lot. You will have to work with the research question and conduct your interviews based on what is submitted here in Module 5. Keep it simple. Write open ended questions that cannot be answered with a simple yes or no. Skype with me if you are having difficulty coming up with the research question (review the how-to in your textbook). Finally, make sure your research question is meaningful! I will be asking the question - so what?

Module 7

1. Practice your research interviews. For qualitative studies, you will need 2 completed practice interviews for this module. Use the questions you developed in Module 5. For quantitative studies, you need to submit your planned statistical analysis for the study you will be conducting
2. Qualitative studies – submit your field notes from the 2 practice interviews to the Assignment link. I will review them and make sure you are conducting and recording your interviews correctly. (10 points) Quantitative studies – submit your plan for analyzing your work. (10 points)

Rubric –Your first 2 practice interviews will be submitted to me with this assignment. I will review them for content, grammar, punctuation, and spelling. If I see the need to tweak the questions you ask your participants, I will let you know.

Rubric – For quantitative studies, submit an outline of the research project along with the statistical tests you plan to use.

If work is late, up to 24 hours late, 5 points will be lost. If the submission is more than 24 hours late, only one point can be earned.

Module 8

Qualitative studies - Using material from your 2 practice interviews, create an audit trail. Submit it as a word document to the assignment link. (15 points)

If work is late, up to 24 hours late, 8 points will be lost. If the submission is more than 24 hours late, only one point can be earned.

Rubric – the example posted on the course site.

Quantitative studies – Submit an example of a solved problem using the statistical analysis you wish to use for your study. Write an explanation of the findings. If work is late, up to 24 hours late, 8 points will be lost. If the submission is more than 24 hours late, only one point can be earned.

Begin conducting your research project. If you have questions as to whether or not you have been approved, please check with me. For this semester, you will need 10 formal interviews for qualitative studies and 25 participants for quantitative studies.

Module 9

Read Chapter 5 in Fraenkel

Review the power points.

Rubric – not required.

Module 10

Read Chapter 6 in Fraenkel

Review the power points

Rubric – not required.

Module 11

Complete the problem sheet from Chapter 6 (page 109) and submit to the Assignment link. (15 points)

Rubric – Correct answer required

If work is late, up to 24 hours late, 8 points will be lost. If the submission is more than 24 hours late, only one point can be earned.

Module 12

Complete the discussion activity from Chapter 7 (page 143) and submit to the Assignment link. (15 points)

Rubric – open ended discussion

If work is late, up to 24 hours late, 8 points will be lost. If the submission is more than 24 hours late, only one point can be earned.

Module 13

Qualitative studies - Submit the field notes from your first 10 interviews. Write in Arial 12 font and use double spacing – per APA. (100 points)

Rubric – I will look for the correct use of English including grammar, punctuation, and spelling. The content must be meaningful. The field notes should review the setting of the interviews, the characteristics of the participant, and be in a conversational format. Generally, it will take an hour per participant to conduct the interview. Typically, each interview will generate 3 to 6 pages of typewritten, double spaced notes using Arial 12 font.

Quantitative studies – submit a statistical analysis of your findings along with an explanation of what they mean. (100 points).

If work is late, up to 24 hours late, 50 points will be lost. If the submission is more than 24 hours late, only one point can be earned.

Module 14 – To be taken any of 3 days

Final exam. This exam is an open book online exam. It will be available for 3 days. Please take the exam when you have the requisite block of time to complete it. Once you log on, you must complete the assessment. (100 points)

Rubric – the scores will be given immediately at the conclusion of the exam.

Grading scale

Grades for the class will be calculated using the point system outlined below.

A – 370 - 333

B – 332 – 296

C – 295 – 259

F – < 259

Student Guidelines

University policies

SHSU academic policy manual – students

- [Procedures in cases of academic dishonesty #810213](#)
- [Disabled student policy #811006](#)
- [Student absences on religious holy days #861001](#)
- [Academic grievance procedures for students #900823](#)

SHSU academic policy manual – Curriculum and Instruction

- [Use of telephones and text messagers in academic classrooms and facilities #100728](#)

Attendance and course expectations

You are strongly urged to attend the Skype sessions. We have seen a strong correlation between attending these informational sessions and the earning of a superior grade in the course.

All work must be submitted to the appropriate drop box on the course site in a word document to receive a grade for the module.

Bibliography

- McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence based inquiry* (7th ed.). Boston: Pearson
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative Research for Education*. Boston: Pearson

College of Education information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and program evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is

sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.