



CIED 5370 – Research in Teaching Spring, 2018

CIED 5370 is a required course for the Masters Degree.

**College of Education
Department of Curriculum & Instruction**

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Office hours: Online or by appointment.

Day and time the class meets: **Saturdays**, University Center Woodlands Campus

Course Description: This is an introductory research methods course. It is designed to prepare students for CIED 5085, the capstone research class for Curriculum and Instruction. In CIED 5370 students will be introduced to qualitative, quantitative, and mixed research methods. Students will begin to conduct a research project to be completed in CIED 5085.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Learning fundamental principals, generalizations, or theories.

Important: Learning to apply course materials.

Textbooks: Leedy, P., & Ormrod, J. (2016). *Practical Research*. (11th ed.). Boston: Pearson.
ISBN-13: 978-013374132-2

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

Course Format: CIED 5370 is a face to face class.

Course Content: 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 finding with personal experience in order to make reflective instructional decision and to participate in pedagogical research writing, theory-building, and elementary statistics.

Course Requirements:

Late assignment policy **Late work will be accepted, but with 20% penalty**

Student Syllabus Guidelines

- 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](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates

five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiency (DDP) Standards

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S—SPA Standard Alignment TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies CF—Conceptual Framework Indicator N—NCATE Standard 1 (if there is no SPA) NETS – ISTE NETS Technology Standards
Introduction to research	Class exercises	Mid-Term Exam	<u><i>NCATE Unit Standards Standard 1</i></u> State Standards: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevel.asp <u><i>Conceptual Framework: 1, 3, & 4</i></u> <u><i>Dispositions & Diversity</i></u> 2,3,4,5,10
Presentation of Research	Report to Class	Oral	<u><i>NCATE Unit Standards Standard 1</i></u> State Standards: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevel.asp <u><i>Conceptual Framework: 1, 2, 3, 4, & 5</i></u>

Conduct qualitative, quantitative, or mixed methods research	Fieldwork research	Write and submit electronically an introduction, literature review, and methodology for the research conducted	<u>NCATE Unit Standards Standard 1</u> State Standards: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevel.asp <u>Conceptual Framework:</u> 1, 2, 3, 4, & 5 <u>Dispositions & Diversity</u> 2,3,4,5,10
Blog	Post and Respond electronically	Blackboard Discussion Board	<u>NCATE Unit Standards Standard 1</u> State Standards: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevel.asp <u>Conceptual Framework:</u> 1, 3, & 4 <u>Dispositions & Diversity</u> 1,2,3,4,5,10

Program specific URL address for *Specialty Program Association (SPA) standards*:

State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevel.asp>

Course Evaluation: **Required points for a specific grade**

Assignments

CITI Assignment – required – no course points

Online Blogs	60
Capstone Research Project Chapter 1	50
Capstone Research Project Chapter 2	50
Mid-Term Exam	100
Project Presentation	100

324----- 360 points = A

287-----323 points = B

250-----286 points = C

249 or less-- F