

EDUC 5370-110, Techniques of Research

Fall 2017 rev. 08.16.2017

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Joseph "Austin" Vasek

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Office Hours:

Monday-Thursday, 10:00am – 2:00pm, and additional hours by appointment

Mode of instruction and course access:

This course is a 100% online course and uses the TAMUCT Canvas Learning Management System: [<https://tamuct.instructure.com>]

Student-instructor interaction:

Emails and course messages will be checked daily during the week.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and description:

Fundamental concepts and tools of research and their application to psychological and educational problems are studied in this course. Major topics included are: rationale of research, classification of research, analysis of problems, library skills, sampling, appraisal instruments, descriptive and inferential statistics, representative research designs, evaluation of research and research reports, and development of research proposals.

Course Objective:

Techniques of Research is a required course for all options in the Master of Education degree. It is an introductory course designed to assist the beginning graduate student in the acquisition of an understanding of research process and methodology. Special attention is given to the development of a higher level of skill for locating, evaluating, and documenting library materials than is typically required of the undergraduate. Students are provided opportunities for the development of their abilities for analytical

methodology and to demonstrate their understanding of the research process through the development of a satisfactory proposal for conducting original research on an approved topic. Students will analyze, synthesize and evaluate professional literature, support effective educational practices and policies as derived from current research, and conduct action research.

Student Learning Outcomes:

1. Identify and compare the characteristics of the following models of quantitative and qualitative research models survey, correlation, causal-comparative, experimental, case study, ethnographic and action. (Quizzes, Presentations, Exams)
2. Describe and identify the major steps involved in conducting a scientific research study (the research question(s), sample, method of data collection, method of data analysis, and major findings and conclusions). (Quizzes, Presentations, Exams)
3. Describe the purpose of and procedure for selecting quantitative and qualitative sampling techniques, methods of collecting data, methods for controlling validity, reliability and generalizability and statistical measures. (Quizzes, Presentations, Exams)
4. Write an action research proposal that includes: the development of an appropriate research topic, specific research questions, a critical review of literature, the research model, sample selection, procedure for collection and analysis of data, and procedures to ensure the validity and reliability of the findings. (Proposal)
5. Communicate features of the proposed study in a professional manner to a group of professional educators. (Proposal)

Competency Goals Statements (certification or standards):

Course Competencies for TExES:

Reading Specialist

DOMAIN IV—PROFESSIONAL KNOWLEDGE AND LEADERSHIP

Competency 013 (Theoretical Foundations and Research-Based Curriculum)

The reading specialist understands and applies knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.

Applies knowledge of convergent research on reading and literacy instruction for all students, and identifies sources for locating information about convergent research on reading and literacy instruction.

Applies knowledge of the foundations of basic research design, methodology, and application to critically review research on reading and to select research findings for the purpose of improving reading instruction.

Competency 014 (Collaboration, Communication, and Professional Development)

The reading specialist understands and applies procedures for collaborating and communicating with educational stakeholders and for designing, implementing, evaluating, and participating in professional development.

Knows how to communicate research findings and make recommendations based on a convergence of research evidence to colleagues and the wider community.

Knows how to communicate local data and information related to literacy issues and, when appropriate, make recommendations to district staff and community stakeholders.

Knows how to expand knowledge of literacy through a variety of professional activities (e.g., reading professional publications, participating in conferences), and recognizes the value of participating in local, state, national, and international professional organizations whose mission is the improvement of literacy

Principalship

DOMAIN I—SCHOOL COMMUNITY LEADERSHIP

The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.

The principal knows how to implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision-making, frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills. Use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision

DOMAIN II—INSTRUCTIONAL LEADERSHIP

Competency 004

The principal knows how to facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs

Competency 005

The principal knows how to facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.

The principal knows how to facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.

School Counselor

DOMAIN II—PLANNING AND IMPLEMENTING THE DEVELOPMENTAL GUIDANCE AND COUNSELING PROGRAM

Competency 004 (Program Management)

The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, which promotes all students' success.

Knows how to apply research-based practice to improve the school guidance and counseling program.

DOMAIN III—COLLABORATION, CONSULTATION, AND PROFESSIONALISM

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

The beginning school counselor knows how to use research, technology, and other resources to facilitate continual professional growth and improve the school guidance and counseling program.

Educational Diagnostician

DOMAIN I—STUDENTS WITH DISABILITIES

Competency 001

The educational diagnostician understands and applies knowledge of federal and state disability criteria and identification procedures for determining the presence of an educational need. The beginning educational diagnostician:

Knows how to access information on the cognitive, academic, communicative, physical, social, and emotional characteristics of individuals with various disabilities.

Knows how to gather and use background information regarding the educational/developmental (e.g., behavioral, social, academic), medical, and family history of individuals with disabilities.

DOMAIN II—ASSESSMENT AND EVALUATION

Competency 004

The educational diagnostician selects and administers appropriate formal and informal assessments and evaluations. The beginning educational diagnostician:

Applies knowledge of basic terminology and statistical concepts (e.g., standard error of measurement, mean, standard deviation) used in assessment and evaluation.

Demonstrates knowledge of standards for test norming, reliability, and validity procedures used in standardizing assessment instruments and sources of measurement error.

Competency 005

The educational diagnostician applies skills for interpreting formal and informal assessments and evaluations. The beginning educational diagnostician: analyzes the uses and limitations of

various types of formal and informal assessment and evaluation data.

Demonstrates knowledge of the appropriate application and interpretation of derived scores (e.g., standard scores, percentile ranks, age and grade equivalents, stanines, T-scores, z-scores).

DOMAIN IV—FOUNDATIONS AND PROFESSIONAL ROLES AND RESPONSIBILITIES

Competency 008

The educational diagnostician understands and applies knowledge of professional practices, roles, and responsibilities and the philosophical, legal, and ethical foundations of evaluation related to special education.

Knows organizations and publications relevant to the field of educational diagnosis, and demonstrates awareness of the importance of engaging in activities that foster professional competence and benefit individuals with exceptional learning needs, their families, and/or colleagues.

Required Reading and Textbook(s):

Gay, L. R., Mills, G. E. and Arasian, P. (2015). *Educational research: Competencies for analysis and applications*, 11th ed. New York: Pearson. ISBN 9780133972061

Galvan, J.L. (2014). *Writing literature reviews*, 6th ed. Glendale, CA: Pyczak. ISBN 9781936523375

Patten, M. L., (2013). *Understanding research methods: An overview of the essentials*. 9th ed. Glendale, CA: Pyczak Publishing. ISBN 9781936523177

Publication Manual of the American Psychological Association, 6th ed (2009). Washington, DC. ISBN 9781433805615

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

COURSE REQUIREMENTS

Content Review & Assessment CRA (15 at 10 Pts Each = 150 Pts)

Students will complete content assessment activities related to research as presented and covered by Patten Textbook – answer the questions for “Exercise on Topic #”

Research Topic (10 Pts.)

Students will submit their research topic and title

2 Articles Analyses (20 Pts. Each=40 total). Students will analyze the articles and present them to the class. The articles may be qualitative or quantitative and should include a topic relevant to their teaching.

Proposal Introduction Section (50 pts)

This section is approx. three pages and includes brief background, statement of problem, purpose of the study, theoretical framework, and definition of terms.

Proposal Literature Review Section (50 Pts.)

This section is approx. six pages and includes in-depth review of your big topic, topic headings and subheading, organized by themes.

Proposal Methodology (50 Pts.)

This section is approx. four pages and includes research method, research model, instrument, study population and sample selection, procedures for collection of data and procedures for data analysis.

Final Proposal paper and video presentation (50 Pts.)

Students will combine all three parts into one paper and make a video summarizing their proposal.

Grading Criteria Rubric and Conversion

400 points total

A---360-400

B---320-359

C---280-319

D---240-279

F---0 to 239

Posting of Grades

Grades will be posted to Canvas after completion of course requirements (7-10days)

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Week Start Date	Gay textbook	Patten Textbook	Assignments DUE on Sunday (last day of the week)
Week 1, Aug. 28	Read Ch 1-2	Topics 1-2	Exercise on Topic 1
Week 2, Sept. 4	Read Ch 3-4	Topics 4-5	Exercise on Topic 3 Research Topic
Week 3, Sept. 11	Read Ch 5-6	Topics 6-7	Exercise on Topic 6 Article Review 1
Week 4, Sept. 18	Read Ch 7-8	Topics 9-10, 77	Exercise on Topic 8 Article Review 2
Week 5, Sept. 25	Read Ch 9-10	Topics 12-13, 78	Exercise on Topic 9
Week 6, Oct. 2	Read Ch 11-12	Topics 14, 16, 79	Exercise on Topic 12
Week 7, Oct. 9	Read Ch 13-14	Topics 17-18	Exercise on Topic 17 Proposal Introduction Section
Week 8, Oct. 16	Read Ch 15	Topics 24-25	Exercise on Topic 25

Week 9, Oct. 23	Read Ch 16	Topics 27-28	Exercise on Topic 27
Week 10, Oct. 30	Read Ch 17	Topics 31-32	Exercise on Topic 32
Week 11, Nov. 6	Read Ch 18	Topics 36, 38	Exercise on Topic 36 Proposal Literature Review Section
Week 12, Nov. 13	Read Ch 19	Topics 41, 45	Exercise on Topic 45
Week 13, Nov. 20	Read Ch 20	Topics 47-48	Exercise on Topic 47
Week 14, Nov. 27	Read Ch 21	Topics 50, 53	Exercise on Topic 50 Proposal Method Section
Week 15, Dec. 4	Read Ch 22	Topics 54-55	Exercise on Topic 55
Week 16, Dec 11	none	none	Final proposal and video

Important University Dates:

August 28, Add/Drop/Late Registration begins
August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes
September 1, Priority Deadline to Submit Graduation Application
September 4, Labor Day, CAMPUS CLOSED
September 5, Last day to drop 1st 8-week classes with no record
September 13, Last day to drop 16-week classes with no record
September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W
October 6, Deadline to submit graduation
October 20, Last day to withdraw from the University (1st 8-week classes WF)
October 23, Add/Drop/Late Registration begins, 2nd 8-week classes
October 26, Add/Drop/Late Registration ends, 2nd 8-week classes
October 30, Last day to drop 2nd 8-week classes with no record
November 10, Veteran's Day
November 10, Last day to drop with a Q or withdraw with a W (16-week classes)
November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W
November 23-24, Thanksgiving, CAMPUS CLOSED

December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)
December 15, Last day to file for Degree Conferral (Registrar's Office)
December 15, Commencement (End of Fall Term)
December 25-January 1, WINTER BREAK

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements.

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.

For issues related to course content and requirements, contact your instructor.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a

commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at Imdavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

OPTIONAL POLICY STATEMENTS:**A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

Late Work: Students must hand in their work on time. 10% will be subtracted for each late day.

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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