



**COLLEGE OF EDUCATION AND PSYCHOLOGY  
School of Education**

<b>Course prefix and Number</b>	EDUC 5302.060
<b>Course Title</b>	Developing an Educational Research Proposal
<b>Session</b>	Spring, 2021
<b>Course Meeting</b>	Online
<b>Office Hours</b>	Monday and Tuesday 1:00 – 2:30 pm (& by appointment)
<b>Instructor</b>	Woonhee Sung, Ed.D <a href="mailto:wsung@uttyler.edu">wsung@uttyler.edu</a> /CANVAS inbox 903.566.7175 BEP 243, School of Education

**COURSE DESCRIPTION:**

Continuation of EDUC 5301. Students will develop competency in the skills needed to conduct educational research through the systematic review of responsible research practices. Students will be expected to produce, present, and defend a well-developed research proposal at the conclusion of the semester. Online sections of this course will have a per credit hour fee. Please see the official University Catalog for current fee amount and details.

Prerequisite: Formal admission to graduate program, EDUC 5301, consent of advisor

**STUDENT LEARNING OUTCOMES:**

As a result of this course, students will be able to:

1. Describe the primary components of a research proposal.
2. Conduct effective literature reviews and critically evaluate educational research.
3. Develop an educational research project with defensible goals, methods, and analytic plan.
4. Communicate the significance of the proposed results of their research in written fashion.
5. Describe the steps needed to protect the rights and welfare of human subjects when conducting educational research.

**Required Student Resources:**

**Textbook:**

Boudah, D. J. (2020). *Conducting educational research: Guide to Completing a thesis, dissertation, or action research project. (2nd Ed)*. Thousand Oaks, CA: Sage.

ISBN: 9781544351698

Available from the UTT bookstore or online.

## Required Software:

JASP (v. 0.11.1 or later) (Available for free at <https://jasp-stats.org/download/>)

## Additional Readings (to be distributed by instructor):

Bem, D. J. (1987). Writing the empirical journal. *The compleat academic: A practical guide for the beginning social scientist*, 171-201.

Burkhardt, H., & Schoenfeld, A. H. (2003). Improving educational research: Toward a more useful, more influential, and better-funded enterprise. *Educational researcher*, 32(9), 3-14.

Campbell, D. T., & Stanley, J. C. (1963). *Experimental and quasi-experimental designs for research*. Rand McNally & Company.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches (4<sup>th</sup> Ed)*. Sage Publications

Terrell, S. R. (2016). *Writing a proposal for your dissertation: Guidelines and examples*. The Guilford Press.

## Course Policies and Expectations:

**Course Environment:** This is an online course that is delivered through the Canvas Learning Management System. As such, it is imperative that you check Canvas for necessary information and course materials. If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing [itsupport@patriots.utt Tyler.edu](mailto:itsupport@patriots.utt Tyler.edu). When you email IT Support, be sure to include a complete description of your question or problem including: (1) the title and number of the course, (2) the page in question, (3) If you get an error message, a description and message number, and (4) what you were doing at the time you got the error message

**Written Assignments:** All written assignments should be typed (double-spaced, Times New Roman, 12-point font) and submitted by midnight Central Standard Time on the due date. All written assignments should be submitted through the assignment link that I will provide. Please name written assignments using the following convention: last name, first initial, assignment title (ex. Last\_F\_Assignmenttitle). Late assignments **will not be accepted and will receive a score of 0**. Assignments completed for other courses may **NOT** be turned in for this course and will be considered **academic dishonesty**.

**Email:** Questions and concerns about course content and assignments should be submitted to my email. I will make every effort to respond quickly to your emails. Generally speaking, I check email twice a day during the workweek and less frequently on the weekend. If my schedule makes me unavailable to answer emails for an extended period, I will try to post an announcement so that you can plan accordingly. My priority is communicating with you and providing you with the tools needed to be successful in the course, so if there are any problems, we will work to solve them.

## **Student Assignments & Projects:**

The course is designed to be delivered in a "module format." This means that there will be a few different modules that you will work through that include their own readings, assignments, quizzes, and tests. The modules will be presented in a standardized format. The following are standard activities that will be included in the modules:

**Readings:** This course requires a considerable degree of independent reading to ensure that you develop content mastery. There will be two main reading requirements throughout the semester. Specifically, you will be required to read selections from the course textbook and research articles that I will assign. All research articles will be available on the Canvas site.

**Lecture Videos:** Each week, I will post short lecture videos to the Canvas site to support the development of content mastery. The topic of each lecture video(s) will be related to key concepts found within the readings for that week. The lecture video(s) for each topic will be available on the Canvas site each Monday morning beginning at 9:00 am Central Standard Time.

**Quizzes:** There will be several short quizzes in the semester (roughly one per chapter). These will be delivered online and will serve to provide a check of your understanding. Late quizzes **will not be accepted and will receive a score of 0.**

**Discussion Boards:** You will participate in several discussion board forums across the semester. Late discussion board postings **will not be accepted and will receive a score of 0.**

**Self-Reflections.** Research shows that metacognition (the ability to reflect on study success and make changes) is critical for success in college. As such, I will be asking you to complete several low-stakes reflections designed to increase metacognitive ability. I will provide information about these assignments later in the semester. Late self-reflection assignments **will not be accepted and will receive a score of 0.**

**Buddy System.** Each of you has been assigned to a "buddy group" for the duration of the course. This means that you now have a small group of peers to reach out to if you are uncertain about something, you need some help, you are struggling, or you need some words of encouragement. Your job is to help each other succeed in this course. You will receive points for creating a plan to support one another and will be graded on how "well" you support the success of your peers. You will also work with individuals in your buddy group to complete peer reviews of the major paper components.

**Literature Review Draft:** Students will be expected to create an in-depth literature review organized around a topic(s) relevant to the field of education. The literature review will conclude with research question(s) that are designed to address a gap in the educational literature. This assignment will be graded on APA format, overall writing quality, and alignment among the literature review and research questions, the testability of the research question(s).

**Methodology Draft:** Students will be expected to identify a research strategy and method(s) of data collection that will allow them to address their research question effectively. This

assignment will be graded on APA format, overall writing quality, and the appropriateness of the research strategy and data collection method(s).

**Final proposal:** The final assessment for this course will be the completed draft of a high-quality educational research proposal. The final proposal must include an in-depth review of the literature related to an educational topic, research questions, study design, methods of data collection to be used, and analysis procedures. This assignment will be graded on APA format, overall writing quality, alignment among the literature review and research questions, the testability of the research question(s), and the appropriateness of the research strategy, data collection methods, and analytic plan.

**Research Pool Requirement:** Students enrolled in specified SOE courses must fulfill a research pool requirement each semester. The research pool requirement must be completed before the final week of the academic semester. The research requirement for these courses can be satisfied in one of two ways. First, students can fulfill the research pool requirement by volunteering to participate in approved research studies offered by the School of Education. Alternatively, students can satisfy the research pool requirement by completing alternative assignments that are equal in time and effort to the research opportunities.

**Due Date:** Unless stated otherwise, all assignments are due before Midnight on Sunday the week that they appear on the course schedule. Stated another way, each week's assignments are due before Midnight on Sunday.

Grade Item	% of Final Grade	Total Points
Quizzes	10%	20 points each X 5 quizzes = 100 total points
Discussion Board Posts	10%	25 points each X 4 DB posts = 100 total points
Data Analysis Assignments	5%	2 Assignments x 25 points = 50 points total
Literature Review Draft	5%	50 Points
Method Section Draft	5%	50 Points
Final Research Proposal	50%	500 points
Online Buddy System Process Overview	2.5%	25 Points
Online Buddy Peer Review	2.5%	25 points
Self-reflection activities	5%	1 <sup>st</sup> reflection = 10 points 2 <sup>nd</sup> & 3 <sup>rd</sup> reflection = 20 points each 5
Research Pool Requirement	5%	50 points
Course Total		Approximately 1000 points

**Please note: The number, content focus, and point value of all assessments and assignments is an approximation and may change.**

**Letter Grades: Letter grades will be assigned using the following guidelines:**

A: 90.00% of points or above, B: 80.00% -89.999% of points, C: 70.00% - 79.999% of points, D: 60.00% -69.999% of points, F: 59.999% of points or below

## Proposed Semester Schedule

Week	Topic(s)	Required Reading(s)	Supplemental Readings (Optional)	Discussion Board Post	Assignments
<b>Week 1</b>					
Jan 11 <sup>th</sup> – Jan 17 <sup>th</sup>	Course Orientation & Introduction to Research in Education	Boudah: Chapter 1  Burkhardt, & Schoenfeld, 2003.		Introductions & Syllabus Reconnaissance	Quiz: Educational Research  Buddy System Support Plan
<b>Week 2</b>					
Jan 18 <sup>th</sup> - Jan 24 <sup>th</sup>	Research Questions, Components of a research Proposal	Boudah: Chapter 2  Terrell: Chapter 1  Terrell: Chapter 2			
<b>Week 3</b>					
Jan 25 <sup>th</sup> – Jan 31 <sup>th</sup>	Analyzing empirical sources, & writing the literature review	Boudah: Chapter 3  Terrell: Chapter 3  Bem 1987		Problem statement, research question, and hypotheses peer review	

<b>Week</b>	<b>Topic(s)</b>	<b>Required Reading(s)</b>	<b>Supplemental Readings (Optional)</b>	<b>Discussion Board Post</b>	<b>Assignments</b>
<b>Week 4: Writing Week</b>					
Feb 1 <sup>st</sup> – Feb 7 <sup>th</sup>				Literature Review Peer Review	
<b>Week 5: Writing Week</b>					
Feb 8 <sup>th</sup> – Feb 14 <sup>th</sup>					Literature Review Draft
<b>Week 6</b>					
Feb 15 <sup>th</sup> – Feb 21 <sup>th</sup>	Validity and Reliability  Sampling	Boudah: Chapter 4  Terrell: Chapter 4			Quiz: Validity and Reliability  Self-Reflection #1
<b>Week 7</b>					
Feb 22 <sup>nd</sup> – Feb 28 <sup>th</sup>	Overview of Experimental Research	Boudah: Chapter 5  Select Portions of Campbell and Stanley (1963)  Terrell: Chapter 5			Quiz: Experimental Designs
<b>Week 8</b>					
March 1 <sup>st</sup> – March 7 <sup>th</sup>	Overview of Qualitative Research Process	Boudah: Chapter 6  Terrell: Chapter 6  Creswell & Poth: Chapter 7			Quiz: Qualitative Research
<b>Week 9</b>					
Spring Break					

Week 10					
March 15 <sup>th</sup> – March 21 <sup>th</sup>	Designing and Conducting Descriptive Research	Boudah: Chapter 7  Terrell: Chapter 7			Quiz: Descriptive Research
Week 11					
March 21 <sup>st</sup> – March 28 <sup>th</sup>				Method Section Peer Review	
Week 12					
March 29 <sup>th</sup> – April 4 <sup>th</sup>					Method Section Draft
Week 13					
April 4 <sup>th</sup> – April 11 <sup>th</sup>	Analyzing & Reporting Experimental Research	Boudah: Chapter 9  Revisit - Terrell: Chapter 5			Experimental Data Analysis Assignment  Self-Reflection #2
Week 14					
April 12 <sup>th</sup> – April 18 <sup>th</sup>	Analyzing & Reporting Qualitative Research	Boudah: Chapter 10  Creswell & Poth: Chapter 8  Revisit - Terrell: Chapter 6			Quiz: Analyzing & Reporting Qualitative Research
Week 15:					
April 19 <sup>th</sup> – April 25 <sup>th</sup>	Analyzing & Reporting Descriptive Research	Boudah: Chapter 11  Revisit – Terrell Chapter 7			Descriptive, Correlational, and Reliability Data Analysis Assignment  Research Requirement



					Self-Reflection #3
<b>Week 16: Finals Week</b>					
April 25 <sup>th</sup> – May 1 <sup>st</sup>					Final Research Proposal (Due Wednesday, Dec 9 <sup>th</sup> )  Buddy System Peer Review, Due December 9 <sup>th</sup> )

Note: This syllabus is subject to change based on the needs of the class.

### UNIVERSITY POLICIES

#### UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

#### UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu), <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu), <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

**COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION**

**Vision:** The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21<sup>st</sup> Century through productive contributions to local and global communities and toward individual and cultural equity.

**Mission:** The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

## **UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS**

**Texas Education Standards:** The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).