



EDSI 6314: Research-Based Pedagogies for School Improvement

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Last Day to Withdraw from this course: November 4, 2024

Course Description

This course examines the analysis and use of research-based pedagogies by critically reviewing previous and current learning theories and instructional practices that have proven to support school improvement.

Student Learning Outcomes

Students will

- a. identify paradigm shift changes in learning theory.
- b. apply learning theory to critically examine school-based practices.
- c. evaluate a program based on learning theory, pedagogies, and instructional practices.
- d. develop a professional agenda to argue for a prospective on P20 education.
- e. synthesize theory, pedagogies, and practices for school improvement.

Required Textbooks

Kauchak, D., & Eggen, P. (2012). *Learning & teaching: Research-based methods*. (6th ed.). Pearson.

Schunk, D. L. (2020). *Learning theories: An educational perspective*. (8th ed.). Pearson.

Required Articles

Supplemental articles/readings will be required and will be provided by the instructor.

COURSE ASSIGNMENTS & EVALUATION

Pedagogical Philosophical Statement (10%)

Students will identify and summarize their institution's stated pedagogical philosophy.

E-Learning Activities (15%)

Students will regularly engage in various activities such as class discussions, small and large group activities, and individual assignments.

Reflection Journals/Connection Paper (20%)

Across the semester, students will write a paper to summarize and connect major learning theories and research-based pedagogies based on assigned readings.

Position Paper (15%)

Students will write a philosophical statement based on learning theories and research-based pedagogies covered in class.

Pedagogical Audit (40%)

Students will identify and evaluate the district's pedagogies/instructional practices while synthesizing course concepts (learning theories, policies, and pedagogy) into a proposal for school improvement.

Detailed schedule assignment information and expectations, and assignment schedule, and expectations will be posted on Canvas.

Grading Criteria

- A 90-100% of points
- B 80-89% of points
- C 70-79% of points
- D 60-69% of points
- F below 59.9% of total points

COURSE POLICIES

It is my goal for each of you to benefit and grow professionally throughout this course. I believe in open communication so we can all learn from each other. You are expected to actively participate in our course activities so we may practice open dialogue. I also welcome you to visit with me in email, phone, or we can schedule a Zoom session. We can discuss the concept being discussed, your course performance, or anything else you would like.

Participation – Participation is critical to the success in this course and your doctoral studies. As doctoral students, you are expected to think critically while challenging your prior knowledge and beliefs to continue growing and developing as educators. However,

as adults you are entitled to make choices regarding their actions but will be held responsible for those decisions. I expect students to complete all assignments, whether graded or not, and to participate in all group discussion sessions **on time**. The purpose of discussion activities is to engage in conversation with our colleagues, hence, no credit will be awarded for **late discussion posts – no exceptions**. I understand life happens but missing a discussion and posting after the group has concluded the discussion will not elicit further discussion, defeating the purpose of the task.

Participation Expectations

You will document your participation in various ways in this course. You will engage in our online discussions of the readings. Make sure you read throughout the week. If you wait until the weekends to do the work in our course, you will not be successful. The readings are just too dense for that.

NOTE: You should reserve Monday-Wednesday as your time to read the materials for the week. We will begin our conversations and discussions about the content from Thursday – Sunday. We will engage in the use of protocols to advance our conversations in a safe and supportive environment. Please plan accordingly.

Written Assignments, Quizzes & Exams

Written Assignments – Specific requirements and guidelines for all other written assignments will be distributed separately. In all cases, written assignments are expected to represent doctoral quality work and to meet the following minimal criteria:

- On Time
- Word-processed, double-spaced
- Free of typographical errors
- Content worthy of a doctoral student
- 7th edition APA formatting

All written assignments are to be completed in Microsoft **Word** and submitted in a timely manner. If you use another word processing software, you must submit the assignment as a **pdf**. Deadlines are provided in Canvas.

Please note that all written assignments must be submitted by **midnight** Central Standard Time on the due date.

Prepare your assignment using Microsoft Word. Name your assignment with YOUR NAME and the assignment (i.e. OliverasY_Connection_Paper.docx)

All written assignments should be submitted through the assignment link available in Canvas. If your web connection is down for some reason, please send me a text message to decide how to submit the assignment by the due date.

Late assignments will **not** be accepted unless you have made prior arrangement with Dr. Oliveras. Arrangements for late work will only be made in case of emergencies or due to health concerns.

Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work. When you upload your work, Canvas will immediately process your work through **Unicheck**. You will immediately see the report. Use these reports to identify potential instances of plagiarism and address them before submitting your work. There is no written collaboration in this course. There will be no flexibility or exemptions; plagiarism will not be tolerated.

Submitting the same assignment in various courses, even if written by the student submitting the work, is unacceptable and considered **self-plagiarism**. As part of the final project for this course, you will be expected to conduct a literature review. While you may use a literature review you have written as part of another EdD course and/or your research, it is **NOT** acceptable to simply submit the same literature review. You must continue to develop and significantly add to the previous literature review. Detailed expectations about the assignment will be shared in class.

All written assignments as well as all quizzes and exams are individual assignments. Students may **not** collaborate on the individual assignments. Unauthorized collaboration is considered cheating and will be handled according to University Policies and the Students Standards of Academic Conduct.

Artificial Intelligence (AI)

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, students can use AI platforms to help prepare for assignments and projects. You can use AI tools to revise and edit your work (e.g., identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or correct citations). Because AI-generate content is not necessarily accurate or appropriate, you must assess the validity and

applicability of any submitted AI output. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work. Your ethical responsibilities as a student remain the same. You must follow UT Tyler's Honor Code and uphold the highest standards of academic honesty. This applies to all uncited or improperly cited content, whether created by a human or in collaboration with an AI tool. If you use an AI tool to develop content for an assignment, you must cite the tool's contribution to your work following the guidelines established in the 7th Edition of the APA Manual.

[APA Style Citation Information](https://apastyle.apa.org/blog/how-to-cite-chatgpt)

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Code of Conduct – I expect students in this course to conduct themselves as university students of graduate standing. I expect students to participate in class activities. I expect students to meet assigned deadlines. I expect students to behave in an academically honest manner. I reserve the right to penalize students who violate class policies.

Email – My email address is yoliverasortiz@uttyler.edu. **Please note that this is not a Patriots email address.** Email is the best way to communicate with me.

I will make every effort to respond quickly to your emails. Communicating with you is a priority but I also want you to have realistic expectations in terms of a timely response. If it is a weekday and you haven't heard from me within 24 hours, I did not get your email and please send it again and/or send a text message. I will share my cell phone number in class. If it is a weekend, I do my best to respond in a timely manner, but it might be Monday before I respond.

People First Language/Class Etiquette

Our language reflects our attitudes and beliefs. Always refer to persons, including people with disabilities, with respect. Degrading terminology will not be tolerated. In this class, we will strive to use "people first" language. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" not "an autistic child."

Safe Zone – I consider our online Canvas course shell to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students consider our online Canvas course shell a safe environment.

Digital Library Resources

Students enrolled in our doctoral program have online access to the UT Tyler Robert R. Muntz Library (<http://library.uttyler.edu>). Follow the link to the library, and then complete the instructions at those sites for accessing information from a distant site. Many of the

database subscriptions funded by student fees give you access to full text journals that you will need for your review of the literature. If a specific journal is not available, Vandy Dubre will procure the article for you. Please take the time to update your account and get familiar with the resources available.

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.

A link with the most recent university policies is posted on the Syllabus section of the course in Canvas.