



SCHOOL OF EDUCATION
Ed.D. in School Improvement

Course	EDSI 6314: Research-Based Pedagogies for School Improvement
Instructor	Dr. Yanira Oliveras
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Phone Number	903.565.5639
Term	Fall 2026
Last Day to Withdraw from this course:	October 30, 2026

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.

Overview

Students will synthesize scholarly literature, apply learning theories as analytical lenses, and evaluate instructional practices. Emphasis is placed on connecting research-based pedagogies to real-world educational contexts and school improvement efforts.

Student Learning Outcomes

Students who successfully complete this course will be able to:

- Analyze relationships among major learning theories and research-based pedagogies to determine their influence on instructional practice.
- Evaluate instructional practices using empirical research and theoretical foundations.
- Synthesize scholarly literature to identify themes, patterns, and gaps related to teaching, learning, and school improvement.
- Apply learning theories to interpret instructional practices in real-world educational settings.
- Analyze the alignment between research-based pedagogy and observed instructional practice.

- Construct a conceptual framework connecting theory, research, and practice.
- Create research-informed recommendations to support instructional improvement and school improvement efforts.

Required Textbooks

There are no required textbooks for purchase.

All course materials will be provided at no cost through:

- Open Educational Resources (OER)
- University library resources
- Open-access scholarly articles

Required Readings

Required readings will include:

- Bryk et al., *Learning to Improve* (library access)
- Bates, *Teaching in a Digital Age* (OER)
- Peer-reviewed journal articles (library access)
- Open-access research studies and meta-analyses

About Course Readings

This course prioritizes depth of engagement over volume of reading. Rather than requiring students to read all available materials, readings are intentionally curated to focus on foundational and high-impact scholarship.

Course Content

Module 1 – August 24–September 6, 2026
Framing Research-Based Pedagogies & Learning Theories
Module 2 – September 7–September 27, 2026
Learning Theories and Instructional Practice
Module 3 – September 28–October 18, 2026
Analyzing Instructional Practice Through Research
Module 4 – October 19–November 8, 2026
Synthesizing Research and Analyzing Practice
Module 5 – November 9–November 22, 2026
Conceptual Frameworks and Knowledge Creation
Module 6 – November 30–December 11, 2026
Application of Research-Based Pedagogies to School Improvement

Grading Criteria

This course uses a traditional grading approach designed to assess students' ability to analyze, synthesize, and apply research-based pedagogies at a doctoral level.

Students will be evaluated based on:

- Depth of analysis and synthesis of scholarly literature
- Ability to apply learning theories to instructional practice
- Quality of writing and organization of ideas
- Use of evidence to support claims
- Engagement with feedback and revision
- Timely submission of assignments

All assignments are expected to reflect doctoral-level thinking and professional communication.

Grading Scale

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 ASSIGNMENTS & EVALUATION

Assignment	
Literature Synthesis Notebook	20%
Learning Theory & Pedagogical Analysis Paper	15%
Observation Framework + Observations	15%
Research–Practice Gap Analysis	15%
Conceptual Framework	10%
Research–Based Pedagogies Literature Review	15%
Final Pedagogical Audit	10%
Total	100%

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

COURSE POLICIES

It is my goal for each of you to benefit and grow professionally throughout this course. This course emphasizes the analysis and application of research-based pedagogies, and your engagement with course materials is essential to your success. I value open communication and encourage you to reach out via email, phone, or Zoom to discuss course concepts, assignments, or your progress.

Participation

Participation is defined by your consistent engagement with course materials, assignments, and learning activities. As doctoral students, you are expected to engage deeply with scholarly literature, think critically, and apply course concepts to instructional practice and school improvement.

You are responsible for completing assignments on time and maintaining consistent engagement throughout the week.

Because course readings are complex and require analysis, work should be distributed across multiple days rather than completed in a single session.

Recommended weekly structure:

- Monday–Wednesday: Engage with readings and take notes
 - Thursday–Sunday: Complete assignments and apply concepts
- This structure supports deeper understanding and higher-quality work.

Written Assignments

Specific requirements and guidelines will be provided in Canvas. All assignments must reflect doctoral-level thinking and meet the following criteria:

- Submitted on time
- Clearly organized and professionally presented
- Free of typographical and grammatical errors
- Demonstrates depth of analysis and application of research-based pedagogies
- Follows APA 7th edition formatting when applicable

All written assignments must be completed in **Microsoft Word**. If another program is used, submissions must be converted to **PDF**.

Assignments are due by midnight Central Standard Time on the due date and must be submitted through Canvas.

Late assignments will not be accepted unless prior arrangements are made due to emergencies or significant health concerns.

Academic Integrity

Academic integrity is essential in this course. All work must be your own and must properly acknowledge sources through appropriate citation.

Canvas will process submissions through **Turnitin**. You are encouraged to review similarity reports and address any issues before final submission.

Unauthorized collaboration is not permitted unless explicitly stated. Violations will be addressed according to University Policies and the Student Standards of Academic Conduct.

Submitting the same assignment in multiple courses without substantial revision is not permitted. If prior work is used, it must be significantly expanded and developed.

Artificial Intelligence (AI)

UT Tyler supports the responsible use of AI tools. AI may be used to assist with writing, organization, and revision, but it should not replace your own thinking or analysis.

You are responsible for evaluating the accuracy and appropriateness of any AI-generated content. Inaccurate or unsupported information will impact your work. If AI tools are used, their contribution must be cited according to APA 7th edition guidelines.

AI should be used as a support tool, not a substitute for engaging with course readings, conducting research, or developing your own analysis.

APA Style Citation Information:

<https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Code of Conduct

I expect students in this course to conduct themselves as university students of graduate standing. I expect students to actively engage in course assignments and learning activities. I expect students to meet assigned deadlines. I expect students to behave in an academically honest manner. Violations of course or

university policies will be addressed in accordance with applicable course and university procedures.

Communicating with Dr. Oliveras

My email address is yoliveras@uttyler.edu. Please note that this is not a Patriots email address. My cell phone number is posted in Canvas.

Feel free to text or email. I will make every effort to respond within 24 hours during the week and within 36 hours on weekends.

Professional Learning Environment

This course is a professional space for scholarly engagement. Students are expected to communicate respectfully and professionally in all interactions. Discussions should remain focused on course concepts and supported by evidence. Academic dialogue should reflect respect for differing perspectives and maintain a focus on ideas rather than individuals.

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 & Information