

**EDUC 5302**  
**Developing an Educational Research Proposal**  
**Summer 2023, Online**

**Instructor:** Christopher L. Thomas, Ph.D.

**Office:** BEP 204

**Office Hours:** Wednesday 5:00 – 7:00 pm (& by appointment)

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**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. The last day to withdrawal from this course is July 5, 2023.

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.

**Readings (to be distributed by instructor):**

Dahlberg, L., & McCaig, C. (Eds.). (2010). *Practical research and evaluation: A start-to-finish guide for practitioners*. Sage.

Mertler, C. A. (2017). *Action research: Improving schools and empowering educators*. Sage Publications.

Mertler, C. A. (2022). *Introduction to educational research*. Sage Publications.

Mills, G. E. (2018). *Action research: A guide for the teacher researcher*. Pearson.

**Supplemental Readings:**

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

Gibbons, B., & Herman, J. (1996). True and Quasi Experimental Designs. *Practical Assessment, Research & Evaluation*, 4  
Available at: <https://scholarworks.umass.edu/pare/vol5/iss1/14>

Peel, K. L. (2020). A beginner's guide to applied educational research using thematic analysis. *Practical Assessment, Research, and Evaluation*, 25(1), 2.

Thompson, B (1994). The concept of statistical significance testing. *Practical Assessment, Research & Evaluation*, 4(5). Available online:  
<http://PAREonline.net/getvn.asp?v=4&n=5>.

### **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.uttler.edu](mailto:itsupport@patriots.uttler.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). 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.

**Late Work Policy:** Late work refers to any course assignment that is submitted after the stated deadline. **Late work will be accepted in this class. However, there will be a 10% penalty for each late day.** Practically, this means that you will not receive credit for an assignment if you submit after 10 or more days. **Importantly, the late work policy does not apply to discussion board posts. Discussion board posts and replies will not be accepted after the stated deadline.**

## **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 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 various textbooks and research articles that I will assign. All readings will be available on the Canvas site.

**Lecture Videos:** Each week, I will post 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. The Texas higher education coordinating board requires all courses include 50 minutes of direct instruction per credit hour. With that in mind, please expect that the lectures in this course will be similar in length to those seen in a traditional face-to-face course.

**Traditional Discussion Board:** During the first week of the course, you will complete a traditional discussion board. Specifically, you will introduce yourself and share any questions/concerns you have about the course.

**Synchronous Zoom Group Discussions:** You will participate in several synchronous groups discussions this semester. During these meetings, you will discuss course content and pieces of your research proposal with your learning team members. I will provide prompts to help guide your discussion. During the first, week of the course I will ask everyone to share their availability and research interests. I will create groups using this information.

**Self-Reflections:** Research shows that metacognition (the ability to reflect on study success and make changes) is critical for success in graduate school. 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.

**Writing Check-Ins.** I will ask each of you to complete writing check-ins throughout the semester. This allows me to keep track of the progress you are making on the research proposal. But, more importantly, these assignments will give you the opportunity to report barriers or challenges you are running into so I can provide timely support!

**Literature Review Draft:** Students will be expected to create an in-depth literature review organized around a topic(s) relevant to teaching/learning and your own practice. The literature review will conclude with research question(s) that are designed to address a problem or concern that is relevant to educators. 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(s) 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.

**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
Traditional & Synchronous Zoom Group Discussions	15%	30 points each X 5 DB posts = 150 total points
Writing Check Ins	5%	2 Assignments x 25 points = 50 points total
Literature Review Draft	12.5%	125 Points
Method Section Draft	12.5%	125 Points
Final Research Proposal	50%	500 points
Self-reflection activities	5%	25 points each X 2 Reflections = 50 total 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% of points or above, B: 80% - 89 % of points, C: 70% - 79% of points, D: 60.00% - 69% of points, F: 59% of points or below

**Proposed Semester Schedule**

<b>Date</b>	<b>Topic(s)</b>	<b>Required Reading(s)</b>	<b>Supplemental Readings (Optional)</b>	<b>Discussion Board Post</b>	<b>Other Assignments</b>
<b>Week 1</b>					
May 6 <sup>th</sup> – May 12 <sup>th</sup>	Course Orientation & Introduction to Action Research	Mills: Ch 1	Mertler (2017) Ch:1	Introductions & Syllabus Reconnaissance	Report Availability
<b>Week 2</b>					
May 13 <sup>th</sup> – May 19 <sup>th</sup>	Analyzing Empirical Sources & Research Topics, Questions, & Hypotheses	Mertler (2017) Ch:3	Mills: Ch 4	Topic Overview	
<b>Week 3</b>					
May 20 <sup>th</sup> – May 26 <sup>th</sup>	Writing the literature review	Mertler (2017) Ch:8	Bem (1987).	Problem statement, research question, and hypotheses	

Date	Topic(s)	Required Reading(s)	Supplemental Readings (Optional)	Discussion Board Post	Assignments
<b>Week 4: Writing Week</b>					
May 27 <sup>th</sup> – June 2 <sup>nd</sup>					Lit Review Progress Check #1
<b>Week 5: Writing Week</b>					
June 3 <sup>rd</sup> – June 9 <sup>th</sup>					Literature Review Draft
<b>Week 6:</b>					
June 10 <sup>th</sup> – June 16 <sup>th</sup>	Overview of Qualitative Research	Mertler (2022) Ch:6  Mertler (2017) Ch:5 (Qualitative Content)	Dahlberg & McCaig Ch: 8  Mills: Ch5		Self-Reflection #1
<b>Week 7</b>					
June 17 <sup>th</sup> – June 23 <sup>rd</sup>	Overview of Quantitative Research	Mertler (2022) Ch:7  Mertler (2017) Ch:5 (Quantitative Content)	Gibbons & Herman, 1996  Mills: Ch5		
<b>Week 8</b>					
June 24 <sup>th</sup> – July 30 <sup>th</sup>	Writing the Method Section	TBD		Research Design and Data Collection Discussion	

Date	Topic(s)	Required Reading(s)	Supplemental Readings (Optional)	Discussion Board Post	Assignments
<b>Week 9: Writing Week</b>					
July 1 <sup>st</sup> – July 7 <sup>th</sup>					Method Progress Check
<b>Week 10: Writing Week</b>					
July 8 <sup>th</sup> – July 14 <sup>th</sup>					Method Section Draft
<b>Week 11</b>					
July 15 <sup>th</sup> – July 21 <sup>st</sup>	Analyzing Qualitative Data	Dahlberg & McCaig Ch:10	Peel, 2020		
<b>Week 12:</b>					
July 22 <sup>nd</sup> – July 28 <sup>th</sup>	Analyzing Quantitative Data	Mertler (2017): Ch 6 (Quantitative Data Analysis Content)	Thompson, 1994	Analytic Plan and Proposed Findings Discussion	

Date	Topic(s)	Required Reading(s)	Supplemental Readings (Optional)	Discussion Board Post	Assignments
<b>Week 13</b>					
July 29 <sup>th</sup> – August 3 <sup>rd</sup>					Self-Reflection #2 (Due August 4th)  Final Research Proposal (Due August 4th)

**Note: All dates and content are subject to change**