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Course Description
This course is an introductory research course for educators and those in other fields of human development. It is designed to provide students with the basic information needed to understand the process of systematically researching a problem and to enable students to evaluate and interpret the research of others. The course is taught using methods that provide the opportunity for theory to interact with practice. These concepts are outlined in the College of Education and Human Development conceptual model.

As professionals educators are called upon to use and develop standards of good practice or benchmarks of performance. To develop these standards, professionals must rely on a sound knowledge base from which decisions are made. As professionals, educators must know proper techniques, strategies, and methods to guide our practice. Research has an important role in developing that sound knowledge base and determining the methods that are most effective in professional practice.

This course is designed to provide a foundational knowledge in educational research skills and methods. From this foundation, students could develop further skills in quantitative methods, qualitative methods, mixed methods or evaluation. Upon successful completion of this course, student will be able to:

1. Determine how a knowledge of research methodology can be of value to educators, i.e., teachers, administrators, supervisors, and counselors.
2. Explain the basic components of the research process.
3. Discuss the steps for conducting a literature review.
4. Create a hands-on and computer search about a topic of interest.
5. Compare and contrast qualitative, quantitative, and mixed method approaches to systematic inquiry and identify appropriate research questions for each.
6. Compare and contrast qualitative, quantitative, and mixed method approaches to systematic inquiry and identify appropriate research questions for each.
7. Distinguish between the various approaches to data collection and different research methods.
8. Determine the importance of validity and reliability when selecting instruments which are utilized for the assessment of cognitive and affective constructs.
10. Understand the ethical principles associated with use of human subjects.

Note: Aspects of this syllabus were adapted from the syllabi of other faculty.
Conceptual Framework for the College of Education Curriculum

**College Mission:**

The mission of the College of Education and Human Development is to improve teaching and leadership, advance lifelong learning, and promote health and wellness through enhanced community partnerships. The unit’s purpose is to prepare reflective practitioners who develop, implement, and evaluate effective education and human development programs/services through a program of study grounded in the interaction of theory, practice and research.

**Conceptual Framework:**

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The role and responsibilities set out the broad domains for developing competencies of teacher candidates viewed through the lens of the theory-practice-research interaction model.

As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.

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Objectives Alignment with Unit and State Standards
In addition to the identified goals and objectives, this course addresses UNO Teacher Roles and Louisiana State COMPASS Standards.

**COEHD Conceptual Framework -“Theory-Practice-Research-Interaction”**
Goal: Preparing Reflective Practitioners

**Roles and Responsibilities of Professionals in Teacher Education**
1. Effective teachers **manage classroom contexts and environments**.
   - They establish a culture for learning.
   - They create an environment of respect and rapport.
2. Effective teachers **design curriculum and instruction**.
   - They understand and use curriculum and instruction.
   - They communicate effectively.
3. Effective teachers **deliver instruction and assess learning**.
   - They engage students in active learning.
   - They integrate disciplines into instruction.
   - They use assessment in instruction.
   - They embed diversity in decision-making.
4. Effective teachers **participate in professional responsibilities**.
   - They advocate for children, in terms of services and supports.
   - They collaborate to improve professional practice.
   - They reflect on teaching and learning

**Required Readings**

**Course text**

**Recommended resource**

Additionally, selected articles, documents, and book chapters will be available on the course Moodle website. Please visit the site often to read announcements and access course materials (Power Point presentations, assigned readings, syllabus, etc.).

If you’re unfamiliar with Moodle, you can find online tutorials at: [http://www.uno.edu/instructional-design/moodle-for-students.aspx](http://www.uno.edu/instructional-design/moodle-for-students.aspx). You must have a UNO access account to use our Moodle system. If you need help with your access account, please see the Help Desk: [http://www.uno.edu/information-technology/](http://www.uno.edu/information-technology/).

The Moodle login page is: [http:// uno.mrooms3.net/](http:// uno.mrooms3.net/)

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Course Policies and Expectations

- Class will begin on time. Arriving late consistently will negatively affect participation grade.
- Attendance: Students are expected to attend all classes regularly and punctually. A student who is not present in class is marked absent.
- The class is enriched by the attendance and the participation of every student. If you must miss a class the instructor should be notified in advance via email or text. In such cases it is your responsibility to become informed of what was covered in class including assignments, deadlines, and in-class activities.
- Silence cell phones.
- Students are to come to class prepared.
- Please eat snacks or other food outside the classroom.
- Policy on Late Assignments: Assignments are to be submitted on the dates indicated on syllabus, but will be accepted up to one week late with a loss of points. For homework assignments, the lateness deduction will be an automatic 10%. The deduction for major assignments (e.g. annotated bibliography) will be 5% for the first three days late increasing to 10% for additional days late up to a week. Please talk to the instructor if, for unforeseen reasons, your assignment will be turned in later than one week past the due date.
- The instructor will use Moodle and the UNO email system to communicate with students. Students are responsible for retrieving all messages sent to their UNO email account and all announcements posted to Moodle.
- Diversity of opinion is expected and welcomed, and all viewpoints will be respected. Please feel free to openly discuss course material in class. The study of education and human development is an exciting and dynamic discipline. We will be open and receptive of each other’s comments, questions, and course-relevant insights.

Course Strategies to Promote Learning for All Students

We are all researchers in everyday life—we gather information on different car models when purchasing a car, we have conversations with people about their experiences working at a school or clinic before we decide to take a job there, or we try different approaches at work and observe the outcomes—all of these examples represent how we already collect data and use the information to make informed decisions.

Given this premise, the real purpose of this course becomes learning how to do this process more systematically, to become familiar with the formal language of research and the different possible designs used to collect data. Therefore, the first strategy for success is consider yourself a researcher already—one ready to gain more skills to systematically evaluate published research.

Some say that learning to evaluate and use research to inform our practice can be compared to learning a different language. In the past, students have come into the classroom with different levels of prior exposure to research or to use the analogy further, knowledge of this language

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with words such as “reliability,” or “ex post facto.” Regardless of where you begin, all students can be successful.

Course material is presented through different means. PowerPoint presentations and other presentation methods are used to provide visual support to oral explanations. Class materials are available on Moodle prior to the class meeting.

To supplement classroom sessions we will be using online workshops to supplement the book and activities in class. The workshops address a range of relevant topics. These workshops have case examples and some simulations to take the concepts beyond definitions and apply them. Some workshops will be assigned. Others are posted as supplemental material for students to review as needed.

Class sessions include lecture, small group activities, large group discussions, group article reviews, exercises, and other means to engage students and achieve our larger objectives. We will also review selected research articles in class so that students can immediately apply their understanding of the concepts. Students will work together to review these articles and we will discuss the findings afterward to provide immediate feedback and further explanation if needed.

Students have some choice and autonomy in the course. The topic for the final project will be self-selected by each student. The topic of this final project is self-chosen so that students have the opportunity to select a topic that is aligned with their personal or professional interests.

**Classroom Decorum Policy:**

Free discussion, inquiry, and expression are encouraged. All individuals, students and instructor alike, are expected to demonstrate courtesy and respect for one another. Behavior that interferes with either teaching or learning is not acceptable. While the use of laptop computers, iPads, and similar devices as aids in learning are encouraged, please do not inappropriately use such items, including cell phones, during class for non-instructional purposes. Such activity as surfing the web, instant messaging, reading and answering emails, and/or watching videos or listening to music, is unprofessional. These behaviors will be considered as a lack of engagement on the part of the student and, on the discretion of the instructor, may result in a penalty to the class participation grade.

**Expectations for written assignments:**

All written assignments are expected to follow to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association 6th edition. An excellent resource for APA style, among others, is the Online Writing Lab (OWL) at Purdue University: [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/).

Every assignment must be word processed, double-spaced, using 12-point font Times New Roman, and carefully edited and proofread prior to submission. All papers should have a title page, running head, appropriate margins (1 inch) and spacing, headings for sections, proper

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citations, pagination, and references. Papers not meeting require length or those excessively exceeding the page limit may be given a lower grade.

All written work should be submitted to me electronically. All work submitted for this class must be your own and I reserve the right to upload your assignments to Turnitin.com to check for possible plagiarism. If you would like to improve your writing skills, please contact the UNO Writing Center at 280-7154.

**Academic Integrity:**

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at [http://www.studentaffairs.uno.edu](http://www.studentaffairs.uno.edu).

**Students with Disabilities**

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to [http://www.ods.uno.edu](http://www.ods.uno.edu).

**Instructor Responsibilities**

Students should expect that the instructor will:

- Be prepared for class, read and return your work in a timely manner, and be interested and engaged in your work;
- remember that each of you brings a different background, experience, and perspective to this course;
- learn from you and your diverse perspectives;
- meet with you individually or in groups upon request and be available in person, by telephone, and by e-mail.

**Performance Assessments Class Activities/Homework/Participation**

Course activities and homework assignments will be assigned to emphasize a specific aspect of the course. Class activities are chosen to provide student practice on a specific aspect of course content. These activities are meant to contribute significantly to your overall learning experience and as such will be awarded points. Points are also awarded for completion of homework assignments assigned to prepare you for the following class. Class participation, i.e. substantive participation in discussions/activities, is also expected, and will be included in the calculation of the final grade.

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ASSIGNMENTS:

RESEARCH IDEAS: STARTING WHERE I AM NOW (15 points)

The purpose of this assignment is to help you identify what you care about enough to study and how this might inform possible research topics for your final assignment (annotated bibliography) in this course. A useful way to begin is by identifying your concerns or interests. These can come from your personal biography (a job, an illness, a living arrangement, a relationship, etc.) or remote biography and past history (past roles, identities or experiences, family customs, race, ethnicity, gender, sexual preference, class background, religion, and so forth). It is helpful if you start by "brainstorming" anything that comes to mind when you think about aspects of your biography that intrigue, trouble, or interest you, and writing these thoughts down without trying to edit, organize or analyze them. Following this, select one or two areas which feel the most compelling and write about them in a one-page memo. Describe what your area of interest is, how it connects to your own biography, and what fascinates you most about it. At the end of the memo, include several questions you have about your areas of interest (note: they do not have to be formal research questions at this point). If you find you cannot come up with any questions, write about why you think that you are experiencing writer’s block. Write the memo for yourself, but include enough information so that your ideas are understandable to the instructor.

EVALUATING PUBLISHED RESEARCH WORKSHOP (10 points)

Professionals in education and counseling are often called upon to evaluate published research. We may do this process to gain a good understanding of the field so that we can make informed professional decisions. We may also evaluate research as a basis to develop our own research. In evaluating the literature, there are typically three types of articles that you will encounter: reports of empirical studies, literature reviews/meta-analyses, and theoretical articles. This workshop focuses on research reports.

Please read the article on the Credible Shrinking Room posted on Moodle first. • Begin the workshop.

Note: You DO NOT have to type your responses into the boxes for submission to me. You may do this if you wish, but you are not required to make a formal submission. Instead, I want you to read the required information and consider the responses and then read the Instructor responses provided. This workshop is a training exercise for our class. ALL students are required to review the material.

For assignment purposes, I would like you to complete the online quiz at the end and print it for me to submit. I am unconcerned about your score at present. Rather, I would like to know that you reviewed the information and have completed the quiz. Please email your results. You can email the results from the quiz page. I would suggest emailing the results to yourself and then forwarding your results to me so that you have a record of your results. Please be sure that your submission includes your name.

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The direct link is below:
http://wadsworth.cengage.com/psychology_d/templates/student_resources/workshops/res_methd/eval_lit/eval_lit_01.html

ONLINE HUMAN SUBJECTS TRAINING CERTIFICATE (20 points)

The link below takes you the UNO Human Subjects Institutional Review Board site.

http://www.uno.edu/compliance/irb/index.aspx

This site contains important information and forms relevant to conducting approved research at UNO. Studies involving human subjects must be reviewed (unless they meet established criteria for exemption) to ensure that the rights and welfare of the participants are protected. All faculty and students conducting research at UNO must complete the National Institutes of Health Protection of Human Research Participants online training. As an assignment, you will be asked to complete this course as well and submit a copy of the certificate. In doing this training, you will learn the history and current practices of human subject research.

The link below will take you to the NIH Extramural Research-Protection of Human Research Participants course. Register and complete the course. Submit your Certificate to the instructor. Here is the direct link: https://phrp.nihtraining.com/users/login.php

LIBRARY WORKSHEET (15 points)

Students will complete this worksheet while we are in the Earl K Long Library on campus. After an in-class presentation about the UNO library and the different strategies and databases to search for journal articles, we will go to the library and you will use these skills to begin searching for articles on your topic.

REVISED RESEARCH PROBLEM AND LIST OF FIVE REFERENCES IN APA FORMAT (15 points)

Because research interests change as students begin to read the literature and become more informed, I would like all students to submit their final research problem for feedback along with a list of five of the 10 required references. This submission is requested so that students will make timely progression toward the final project and so that the instructor can check to make sure that the references meet the required criteria. Further, students will receive feedback on APA format.

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RESEARCH CRITIQUE OF ONE ARTICLE FROM THE ANNOTATED BIBLIOGRAPHY (25 points)

Students will be asked to select one of their 10 articles to critique. This critique should be 3-5 pages and address all sections of the paper. An electronic copy of the journal article should be submitted with critique. Critique guides for qualitative and quantitative research articles are posted under the Resource page in Moodle.

FINAL PROJECT ANNOTATED/EVALUATIVE BIBLIOGRAPHY (100 points)

This project requires you to engage meaningfully with the literature on your selected topic. Each student will be asked to develop an evaluative annotated bibliography using peer-reviewed research articles focusing on a topic of interest to them. This bibliography will have an introductory section outlining the problem, followed by a series of annotated journal references in APA format, and a summary section. Further details will be provided in class and in additional handouts available on Moodle in the Resources section of the course.

Examinations

Students will be asked to complete two on-line exams during the course. The questions will include both objective questions and short essays. The mid-term examination is divided into two parts to provide different means that students can demonstrate knowledge: a short essay part and a timed, objective part. Access to notes during the exam is permitted but instances of simply copying bulleted information from a PowerPoint slide will not be considered a fully-developed response. The course schedule lists those major topics that are included on the exams.

The scheduled dates for the exams are:
  Mid-term: October 6th
  Final: December 8th
Each exam is worth 100 points.

Grading Rubric

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<tr>
<th>Course Evaluation</th>
<th>Percentage</th>
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<tr>
<td>Attendance &amp; class participation</td>
<td>100 points</td>
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<tr>
<td>Mid-term</td>
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<tr>
<td>Final</td>
<td>100 points</td>
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<td>Assignments</td>
<td>100 points</td>
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<tr>
<td>Final Project</td>
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<td>Total Points</td>
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<tr>
<td>A</td>
<td>90%-100%</td>
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<tr>
<td>B</td>
<td>80% - 89%</td>
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<tr>
<td>C</td>
<td>70% - 79%</td>
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<tr>
<td>D</td>
<td>60% - 69%</td>
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<tr>
<td>F</td>
<td>59% &amp; below</td>
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Each assignment will be given a point value in accordance with the quality it reflects:

**100-90% of points** – Excellent/Outstanding. At the high end of the scale, the work at this level is extraordinary, surpasses expectations for the assignment, and is essentially error free. At the low end of the scale, the work is thorough, well-reasoned, and creative. Work is of excellent quality and has minimal errors.

**80-89% of points** – Good/Very Good. At the high end of the scale, represents strong work for a graduate student that illustrates creativity and is generally thorough and well-reasoned, but evidences a few errors and/or minor conceptual weaknesses. At the low end of the scale, represents sound work for a graduate student that meets the basic objectives of the assignment and demonstrates a general understanding of and application of concepts. Work has some errors and/or conceptual weaknesses.

**70-79% of points** – Borderline/Adequate. At the high end of the scale, represents adequate work for a graduate student that evidences strengths in some areas, but these are offset by errors or conceptual weaknesses in other areas. At the low end of the scale, weak work for a graduate student. Work just meets the minimal expectations for the assignment, but understanding of salient concepts is somewhat incomplete and work evidences errors in several areas.

**60-69% of points** – Inadequate. Work fails meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important concepts.

**Below 60%** – Unacceptable. Work is far below expectations for a graduate student in the course. Work is incomplete, contains copious errors, and disregards important concepts.

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