

EDCI 6310.01

Research Methods in Education

FALL 2009

Course Description: This course will introduce the students to various research methods. Their application for elementary and secondary educators will be emphasized. A qualitative research paper and a quantitative paper will be required.

This course should be taken within the first nine hours of course work.

Martha May Tevis, Ph.D., Professor

University of Texas – Pan American

Website: http://www.utpa.edu/dept/curr_ins/faculty_folders/tevis_m/tevis_m.html

GENERAL INFORMATION

Professor: Martha Tevis
Ph.D. - University of Texas at Austin -
The History and Philosophy of Education
M.A. in Ed. Our Lady of the Lake University
Education with a Specialization area in Latin

Office: EDCC 1.624

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Home: 383-7022
(Please do not call
after 9 p.m.)

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CLASS SCHEDULE

Tuesday 4:30 - 7:00 p.m. EDUL 8308.01
EDCC 1.534

Wednesday 4:30 - 7:00 p.m. EDCI 6310.02
EDCC 3.224

OFFICE SCHEDULE 1.624

Monday 2:25 - 4:25 p.m.

Wednesday 2:25 - 4:25 p.m.

Also by Appointment

Biography: I was born and grew up in Wichita Falls, Texas and graduated from Wichita Falls Senior High. I attended TCU and received a B.A. from Our Lady of the Lake University in San Antonio with a major in Latin and a minor in English and an M.A. in Education with a Specialization Field in Latin. I received my Ph.D. from the University of Texas at Austin in The History and Philosophy of Education. I served as Director of UTPA's 75th Anniversary Year Celebration 2002-2003. I have served three terms on the Editorial Advisory Board of the journal of the American Educational Studies Association, *Educational Studies*, and am currently Secretary (and a past-president) of the International Society for Educational Biography and a member of its journal's Editorial Advisory Board, *Vitae Scholasticae*, am a past president of the Society of Philosophy and History of Education (formerly the Southwest Philosophy of Education Society) and a member of the Editorial Advisory Board of its journal, the *Journal of Philosophy and History of Education*, an *ELECTED* Fellow of the Philosophy of Education Society, and am a member of the UTPA Press Editorial Advisory Board. I am serving as Secretary and William E. Drake Lecture Chair of the Foundations of Education Society. My current research is completion of a biography of George I. Sanchez; I have published entries concerning Dr. Sanchez in the *Encyclopedia of Education* (Macmillan Editorial Development / Gale Group), *American National Biography* (Oxford University Press), *the New Handbook of Texas* (Texas State Historical Association), and in the text *Lives in Education: A Narrative of People and Ideas*, 2nd ed. (St. Martin's Press). I am the Graduate Advisor of C&I in the College of Education and advise and write degree plans for Masters of Elementary Education and Secondary Education graduate degrees. In spring 2006 the Martha May Tevis endowed scholarship was established. On February 23, 2009 *American Experience* aired "A Class Apart," a documentary about the first case concerning Mexican American rights to go to the U.S. Supreme Court. I provided some research and was interviewed for the documentary.

COURSE INFORMATION

EDCI 6310 RESEARCH METHODS IN EDUCATION

This course will introduce students to various research methods. Their application for elementary and secondary educators will be emphasized. A qualitative research paper and a quantitative proposal will be required.. This course should be taken within the first nine hours of course work. Cross-listed with EDUL 6300.

TEXTBOOKS

Research Methods in Education (9th ed.) by William Wiersma is required for all students.

A Manual for Writers of Research Papers, Theses, and Dissertations, Seventh Edition: Chicago Style for Students and Researchers (Chicago Guides to Writing, Editing, and Publishing) by Kate L. Turabian, Wayne C. Booth, Gregory G. Colomb, and Joseph M. Williams (Paperback - April 15, 2007) is required for Majors in Elementary and Secondary Education.

Publication Manual of the American Psychological Association (latest edition) is required for Majors in Reading, Early Childhood Education, Bilingual Education, Educational Leadership, and Educational Psychology.

GRADING

Research Reports	-	20%
Oral Report	-	10%
Quantitative Research Proposal	-	30%
Research Paper	-	40%

Grade may be affected by absences or late work

DEPARTMENTAL POLICIES

In order to enroll in this course you must have been accepted for admission by UTPA Office of Admissions and Records and the Graduate Office. If you are pursuing a Masters degree in Elementary or Secondary Education, you must be certified within the first fifteen hours in order to continue in either program. All Elementary and Secondary majors are on probationary status for the first 15 hours of the program.

UNIVERSITY POLICIES

ACADEMIC HONESTY AND INTEGRITY

Academic honesty and integrity are expected of all students. Examples of academic dishonesty include, but are not limited to, (1) turning in another person's work in whole or in part as your own, (2) copying from professional works without citing them, (3) any form of cheating on exams. Violations of academic integrity/honesty may result in receiving a zero on the particular assignment in question, receiving an "F" in the

28 **Organization of research will be discussed.**
Outline of qualitative paper & paragraph discussing it are due

<p><u>ALL</u> Reports are due* (total-twenty) in a folder. Use tabs to divide topics. Pages should be loose in pocket of folder.</p>

November

4 **Draft of Introduction to paper is due.**
Use citations and correct format, title page, and parenthetical citations. Reference Page and format of paper will be discussed.
Penciled degree plans are due.
Wiersma: Chapters Ten and Sixteen

11 **Discussion of Quantitative Research Proposal.**

18 **Qualitative Research paper is due.**
Seminar discussion of research papers.

25 **Quantitative Proposal is due.**
Make copies for yourself and bring to every class period
Seminar discussion of research papers.

December

2 **Seminar discussion of research papers.**

9 **Seminar discussion of research papers.**

NOTE: At the end of the course, please copy the research reports as one file and each of the papers as quantitative and qualitative files and turn in on a floppy with your name, phone, date and research topic for the qualitative paper. Give the topic title in the name of the folders.

16 **Seminar discussion of research papers.**

***BEFORE TURNING IN YOUR RESEARCH REPORTS, RESEARCH PAPER, AND QUANTITATIVE PROPOSAL, PLEASE MAKE A COPY FOR YOURSELF. THIS COPY IS REQUIRED.**

REMEMBER ALL ASSIGNMENTS MUST BE TURNED IN ON TIME.

DEGREE PLAN

One of the requirements of EDCI 6310 is the completion of a signed or initialed, unofficial copy of a degree plan for the program which the student expects to follow in completing the requirements for the master's degree. The unofficial copy may be a pencil copy, but it must be signed or initialed by an advisor in the student's proposed program or the student must provide proof of seeing an advisor.

CATALOGUE

Every student is required to have a current catalogue. Not all changes are reflected in the catalog. Please check with your advisor for any changes.

Important Requirements for Graduate Students:

1. GRE- Check the latest requirements concerning the GRE. At this time of writing the GRE was not required by the university but may be required by individual programs for admission.
2. Orals- After the completion of twelve to eighteen hours consult your department chairman concerning the deadline for application for orals.
3. Written Comprehensives- Application for written comprehensive should be made at the beginning of the last semester of graduate school. Your department chair or advisor will be able to give you the exact dates.
4. Official degree plan- An official degree plan should be filed as soon as possible; the degree plan must be filed prior to the oral examination. **KEEP A COPY**
5. Application for graduate - Application for graduation is made early in the semester prior to the date of graduation. The application is made at the office of the Registrar, usually about nine months in advance.
6. Specific Exams - Check with your departmental chair or Advisor.

NOTE: Printer: Use Arial 12 point font for **all** assignments.

ASSIGNMENTS

RESEARCH REPORTS (Purpose):

1. The students learn to utilize the Library and feel comfortable doing research in the Library.
2. The students broaden their knowledge of current literature in the field while reviewing qualitative and quantitative articles
3. The students improve and polish their writing skills prior to writing the research paper.
4. The students become acquainted with different bibliographical entry forms through the use of different sources.
5. The students will have the opportunity to develop professionally while assisting each other in research pursuits.
6. THE STUDENTS LEARN TO USE THE VARIOUS COMPUTER AND TECHNOLOGICAL RESOURCES IN CONDUCTING RESEARCH.
7. Students will be prepared by the end of the course to write graduate level research papers in other graduate courses.

The 20 Research Reports will cover three topic areas.

Topic areas should include three to six reports.

There will be a total of twenty reports one and a half to two pages each.

One cover page is required as well as a folder.

They must be typed ON A COMPUTER.

There will be a bibliographical entry at the top, with a 2-inch margin above.

The reports have two sections which must be typed into the report with the following headings:

Description of the article

Critique of the article

After the bibliographic entry, double space and write your description and critique which should be double-spaced.

Paragraph indentation: the regular tab set on your computer, usually .5".

Leave a 1 inch margin at the sides and bottom and at the top of the second page.

The reports should be one and a half to two pages (no longer). **Example:** Ethics; School Law; Dual Language; Human Genome or Reading Recovery for a total of 20 reports.

At the top right corner, in pen, write in the type of source: J. for Journal, Mag. for magazine, Microfilm, etc.

Individual reports may be stapled but do not staple two or more reports together. **Only one cover sheet** is required for weekly assignments. When the twenty reports are

turned in, please use tabs to separate the topics and one cover sheet for all twenty reports.

Seven different types of sources must be used:

- One must be from a computer data base or the Web,
- One must be a government document from the government Documents Room
- One must be from the Special Collections Room at UTPA Library.
- One must be a personal face to face interview.

For example, different sources could be:

An article in a scholarly professional journal in hard copy, an article in a scholarly professional journal on-line, an article on a Supreme Court decision in The New York Times in paper form or The New York Times in microfilm, a reading in a book of readings, a magazine (try to avoid popular magazines unless the information is not available elsewhere), an interview, copied material distributed at a workshop, a government publication, federal or state law, U.S. Supreme Court decision, educational encyclopedia article, a film. Always bring the completed reports to class - the information might be helpful to someone else. If an unfamiliar area is being researched, the educational encyclopedias provide a helpful orientation.

PLEASE NOTE: The resources available through computer searches increase monthly. However, please use a variety of sources and do not rely solely on the web. Also, please do not use any sources with "Digest" in the title.

SAMPLE RESEARCH REPORT FORMAT: A cover page is required for research reports as well as for the two papers. All 20 reports must be turned in, organized into subject areas, on the due date even though they have been turned in previously.

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RESEARCH PAPER

The research paper will be on a topic which will be useful in the graduate student's teaching field and level. For example, a middle school Biology teacher, an elementary Bilingual teacher, a Reading teacher, and a High School Spanish or English teacher would select topics for the reports and the research paper which are unique to their own specific areas and topics which can be used effectively with the particular age group of their students.

The research paper topic will develop as a result of the research on the reports, then the development of a proposal (a few paragraphs) and an outline. The outline may need to be revised as continuing research proves that to be necessary. The attached "Steps in Research" may be useful. The typing of the paper will be explained in detail, and a sample paper or format will be provided. The paper will follow the form set forth in the APA Manual (4th ed.) and will be at least twelve full pages in length (in the body) with **approximately twenty bibliography sources** which are used in the paper as sources for either direct or indirect quotes. Page numbers are to be used in APA parenthetical references.

Major headings begin on a new page.

Direct quotes should be used only when absolutely necessary and must be enclosed in quotation marks (if less than four lines) or indented and single spaced (if four or more lines) with no quotation marks. A direct quote is the use of an author's words exactly while an indirect quote is the use of the author's ideas stated in your own words but NOT paraphrased.

The following materials will be needed for the research paper:

1. A good quality paper.
2. COMPUTER AND PRINTER IN GOOD CONDITION.
USE OF A COMPUTER IS REQUIRED; YOUR STUDENT SERVICE FEES ALLOW YOU FREE ACCESS TO COMPUTERS, PRINTERS, AND ASSISTANCE ON CAMPUS SEVEN DAYS A WEEK AT MOST HOURS. YOU ONLY NEED TO PROVIDE A DISC.
3. Adequate toner or extra ink jet refills.
4. 5" x 8" cards - for the notes cards for the paper.
5. 4" x 6" cards - for the bibliography cards
6. **Three paper (not plastic) folders with pockets for 1) the reports, 2) the paper, and 3) the proposal.**

Copy the paper prior to turning it in to the professor.

Do not staple the papers - Turn in loose in pocket of folder.

Remember - you may call me for assistance at any time, day or night.
ALL MATERIALS USED FOR THE PAPER (NOTE CARDS AND COPIED ARTICLES) MUST BE TURNED IN WITH THE PAPER.

Papers turned in past the deadline will not be accepted unless the professor determines that a true emergency exists. A good rule to follow: Do your work early.

Some reminders:

1. Do not use contractions. "Do not use 'don't.'"
2. Avoid hyphenation at end of line. Use "justify" on computers.
3. Do not write one-sentence paragraphs, and write two sentence ones only when necessary.
4. Quotes of four or more lines are single spaced and indented AND NOT BLOCKED on the right hand margin. No quotation marks are used.
5. **USE THE THIRD PERSON ONLY.**
6. Restating a source's ideas must be cited and in your own words and not a rearrangement of a sentence or paragraph.
7. Buy all materials and check equipment early in the semester.

NOTE: Assignments must be turned in on assigned date.

QUANTITATIVE PROPOSAL

Please note that many of the requirements for the research paper are also requirements for the quantitative proposal. The proposal is just that: **a proposal**. You will have advanced work in your graduate program in statistics or tests, measurement and evaluation which will address a more advanced treatment of quantitative research. This proposal will be about two pages in the body plus any sample surveys or other materials which would be used in the hypothetical survey as well as a bibliography. The Wiersma text will be useful and several sessions will cover information important for this assignment. This portion of the course will serve as an introduction to the more advanced courses and assist you in understanding quantitative studies in the literature.

COURSE COMPETENCIES

**To understand the importance of research to the professional educator for self-improvement and for development of effectiveness in professional role.

**To use effectively those library facilities that are available and pertinent to one's needs and enjoyment, and to a particular research problem.

**To identify and understand current trends, issues, innovations, and problems in education.

**To participate cooperatively with others in the solution of problems, the study and analysis of a topic or situation.

**To understand the various research techniques that are used; and to make the appropriate choice of a technique to meet the requirements of particular topic or situation.

- **To understand and carry out sequential steps in research.
- **To compile research data and to prepare a written research paper according to an acceptable form.
- **To demonstrate understanding of PAU graduate programs by selecting an area of study and establishing a degree plan with the appropriate advisor.
- **To demonstrate effective use of computer technology in conducting research.

STEPS IN RESEARCH

1. Selecting the topic, or field for research.
2. Surveying the field to comprehend the problems.
3. Developing a Working Bibliography.
4. Formulating or defining the problem.
5. Outlining and differentiating the elements of the problem.
6. Classifying the elements in the problem according to their relation (direct or indirect) to the data or evidence.
7. Determining the data or evidence required on the basis of the element of the problem.
8. Ascertaining availability of data or evidence needed.
9. Testing solvability of the problem.
10. Collecting data and information.
11. Systematizing and arranging data preparatory to their analysis.
12. Analyzing and interpreting data and evidence.
13. Arranging data for presentation.
14. Selecting and using citations, references, and footnotes.
15. Developing the form and style of the research expositions.

An 8 and 1/2” by 11” sheet:

Sample title page

<p>TITLE OF PAPER [or “Research Reports”]</p> <p>A Research Project Submitted in Partial Fulfillment of the Requirements of ED 6310.02</p> <p>Research Methods in Education ED 6310.02 Martha Tevis, Ph.D.</p> <p>Student’s Name Email/phone Date</p> <p>University of Texas – Pan American</p>
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SEE NEXT PAGE FOR SPACING, INDENTIONS, AND GENERAL FORMAT FOR THE PAPERS.

Student Learning Outcomes

Masters degree in Secondary Education

The secondary education student will:

1. Be prepared to respond to the needs of students from diverse socioeconomic, cultural, and linguistic environments
2. Be prepared to develop methods of raising classroom achievement of the students in their classrooms
3. Graduated from a masters program designed for secondary classroom teachers who plan to remain in the classroom

Student Learning Outcomes

Masters in Elementary Education

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The student will:

1. demonstrate competence (knowledge, skills, attitudes) in responding to the needs of students from diverse socioeconomic, cultural, and linguistic environments.
2. demonstrate competence in developing methods of improving the classroom achievement of the students in their classrooms.
- 3 be prepared to teach in an elementary classroom.

Approximately 2" below top of page for Major Heading pages.
Approximately one inch below top of page for all other pages.

MARGINS AND INDENTATIONS

[Note: all major headings are in capitals, centered with no underlining.]

double spacing

Note: All subheadings are placed to the left with first letters of major words in capitals, underlined, and placed not past the center of the page:

Subheading for Paper

Indent ONE REGULAR TAB SET for paragraphs
The right hand margin extends all the way to the right for quotations.

Approximately one inch to the left of this line for all pages.

Approximately one inch to the right of this line for all
pages.

Approximately one inch above the bottom of page for all pages. Page numbers are double spaced below text; No page numbers on major heading pages.

UTPA Mission Statement

The University of Texas-Pan American (UTPA) serves the higher education needs of a rapidly growing, international, multicultural population in the South Texas Region. The University preserves, transmits and creates knowledge to serve the cultural, civic, and economic advancement of the region and the state. The University provides students advanced instruction in academic programs offered through innovative delivery systems that lead to professional certification, and baccalaureate, master's and doctoral degrees. Through teaching, research, creative activity and public service, UTPA prepares students for lifelong learning and leadership roles in the state, nation and world community.

COE and C & I Mission Statements

COE The mission of the College of Education at the University of Texas-Pan American is to continually improve the educational process in the College and the community through teaching, research, and service. The College values the rich cultural and linguistic history of the international border area and directs its program and course offerings toward the preparation of professionals for an increasingly diverse population of learners.

Curriculum and Instruction

Our mission is to create pathways and opportunities for students who want to become effective and visionary educators and to facilitate and support our students' mission to educate the next generation of leaders with the similar vitality and enthusiasm for lifelong learning.

Additionally, we recognize the value of educational research and accordingly, support the research efforts of faculty and students in an effort to create a stimulating, caring, and respectful environment for learning and advancing new knowledge. Our goals:

- To provide students with a world-class programs that enable them to become knowledgeable, effective, creative, and innovative leaders , educators, and advocates for their students;
- To facilitate our students in successfully completing their degrees and certification requirements in a timely manner;
- To build partnerships with schools that enable productive relationships between and amongst teachers, students, and university faculty in order to advance new knowledge and understandings through collaboration and research; and
- To engage in educational research that is poised to make a substantial contribution in the corresponding academic fields or disciplines.
- **Secondary Education Graduate Program Mission Statement**
- The mission of the Secondary Education Graduate program at the University of Texas – Pan American is to enhance the education of classroom teachers through research, teaching and service. The program encourages innovative methods of delivery though technology, seminars, use of oral histories, and distance learning experiences while the students also are expanding content knowledge in their academic fields.
- **Elementary Education Graduate Program Mission Statement**
- The mission of the Elementary Education Graduate program at the University of Texas – Pan American is to enhance the education of classroom teachers through research, teaching and service. The program encourages innovative methods of delivery though technology, seminars, use of oral histories, and distance learning experiences while the students also are expanding content knowledge in their academic fields.
- *For teachers participating in the UTPA Science Collaborative scholarship program:*
- **Texas Regional Collaborative Mission Statement**

- To provide Texas science and mathematics teachers with support systems of scientifically researched, sustained, and high intensity professional development and mentoring to assist them in the implementation of the Texas Essential Knowledge and Skills (TEKS). Our programs equip teachers with the necessary knowledge and skills to engage students in meaningful science and mathematics learning experiences. Activities are designed to improve students' scientific thinking, their mathematical and technological literacy, and interest to pursue science and engineering related careers.
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- **EDSC 6326 Science in the Curriculum content pedagogy course sequence mission statement**
- The mission of the science content pedagogy course sequence is to enable teachers to (a) raise the science achievement of their students in the schools, (b) develop a love for science in their students and motivate them to do science, and (c) engage their students in meaningful science.
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Fitness To Teach

Academic honesty and integrity is expected of all students. This course demands a high level of scholarly behavior and academic honesty on the part of all students. Violations of academic integrity/honesty have serious consequences including possible suspension or expulsion from the University. Refer also to *Fitness to Teach* policy.