EDCI 5710: Research in Classroom Settings

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Preferred Name and Pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleen M. Eddy, EdD</td>
<td>Dr. Eddy; she/her/hers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Office location</th>
<th>Office hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthews Hall 204G</td>
<td>By appointment using Zoom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact info</th>
<th>Class Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:Colleen.Eddy@unt.edu">Colleen.Eddy@unt.edu</a></td>
<td>Online with optional virtual meetings every two weeks, 6-7pm Tuesdays beginning September 7.</td>
</tr>
</tbody>
</table>

Zoom Meeting Information

Required Text


Recommended Textbook – All written assignments are required in APA 7th Edition


Course Description

Introduction to critical reflection and inquiry through action research. Development of basic skills as consumers of educational research and as teacher-researchers. Admission procedures are completed and degree plan developed.

Course Objectives

1. Students will design an action research proposal that includes purpose of research, related literature review, and proposed methods and analysis
   1.1 Develop appropriate and relevant research topics
      1.1.1 Identify a research topic
      1.1.2 Write research questions
      1.1.3 Write hypotheses
   1.2 Review literature related to a research topic
      1.2.1 Use library databases and other online resources to find articles
      1.2.2 Evaluate research design and methods of research studies
      1.2.3 Synthesize related literature
   1.3 Design research methods and data analysis plan
      1.3.1 Discuss the advantages and disadvantages of various research methods
      1.3.2 Produce and interpret numerical summary statistics
      1.3.3 Identify and design appropriate research methods
      1.3.4 Describe appropriate analysis of data
   1.4 Recognize the obligations, expectations, and guidelines of educational researchers
      1.4.1 Understand and adhere to ethical obligations
1.4.2 Apply APA, 7th edition, writing guidelines
1.4.3 Demonstrate professionalism

Course Design (Class Meetings)
This is an online course consisting of an introduction, 6 modules, and a final project. Specific assignments and their due dates are posted within each module. To access the course content, go to: https://canvas.unt.edu. You will need your EUID and password; if you do not know your EUID and/or password, visit http://ams.unt.edu.

Participants in this course will have approximately 2-4 hours of assigned reading and study each week and an additional 2-4 hours of course work. In total, 4-8 hours of time per week should be set aside for this course. Please plan accordingly so that you have the necessary time, attention, and energy available to be successful in the course.

<table>
<thead>
<tr>
<th>Course Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
</tr>
<tr>
<td>Module 2</td>
</tr>
<tr>
<td>Module 3</td>
</tr>
<tr>
<td>Module 4</td>
</tr>
<tr>
<td>Module 5</td>
</tr>
<tr>
<td>Module 6</td>
</tr>
</tbody>
</table>

In this module students discover what is teacher inquiry, how it shapes teaching, and identify a wondering to investigate.

In this module students learn the importance of existing literature and review quality research on their wondering.

This module includes the importance of collaboration, creating a research plan, and considering the ethics of research.

This module focuses on the implementation of the methods including data collection, reliability and validity, and qualitative and quantitative approaches to research.

This module focuses on the analysis of the data collected and writing up the findings. Students will learn about how to analyze data both qualitatively and quantitatively.

In this module students discover the importance of publishing and presenting, contributing to more equitable schools and classrooms, and becoming the best you in your profession.

Assignment Submission
Assignments are to meet these criteria to be accepted:
- Submit all assignments on time, or notify me in advance to make other arrangements.
- Use the following naming convention as the file name for assignments:
  - [Last Name] – [Name of Assignment] e.g., Smith – Final Exam Essay
• Use an appropriate APA formatted heading on all assignments, including your name, the name of the assignment, the course information, your professor’s name, and the date submitted. Use Calibri, Arial, or Times New Roman fonts only. A title page can be used in lieu of a heading.
• For the final research proposal, use proper APA formatting throughout, including a title page.
• Submit assignments as .docx or .doc files (for the purpose of providing feedback).
• It is recommended that you visit the UNT writing center to receive feedback on your assignments and/or your final research proposal prior to submission.
  https://writingcenter.unt.edu/online-tutoring

• All submitted work must be original. Academic dishonesty, in any form, will not be tolerated. Any suspicion of plagiarism or other act of academic dishonesty will be reported to the university. It is the student’s responsibility to fully understand the university’s definition of plagiarism. Before beginning the course, visit UNT’s Student Academic Integrity site to read the academic integrity policy.

Grading
All course assignments and component weights are tentative and subject to change at the discretion of the instructor. The gradebook may or may not be set up to reflect these outcome weights; you should maintain your own calculations throughout the semester to determine your grade.

\[ A = 90-100\% \quad B = 80-89\% \quad C = 70-79\% \quad D = 60-69\% \quad F = 0-59\% \]

<table>
<thead>
<tr>
<th>Evidence of Course Outcomes</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Module-Based Assignments (4 total)</td>
<td>50%</td>
</tr>
<tr>
<td>Minor Module-Based Assignments and Check-ins (11 total)</td>
<td>30%</td>
</tr>
<tr>
<td>Class Participation and Engagement, including Discussions</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Module Assignment Grading Guide:**
Unless grading criteria are specified for the assignment

<table>
<thead>
<tr>
<th>A score≥90% Excellent</th>
</tr>
</thead>
</table>

*Exceeds or meets ALL of the following:*

Submission is completed thoughtfully and with depth. It shows a commitment to learning and to the content of this course. It addresses the assignment requirements but also appears to be personally meaningful and/or relevant. Language/communication is professional and
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B 80%≤score&lt;90%</td>
<td><strong>Meets most or many of the following:</strong> Submission addresses the assignment requirements. Language/communication is professional and appropriate to the audience. Connections are made to other components of the course (e.g., readings, discussions, assignments).</td>
</tr>
<tr>
<td>C 70%≤score&lt;80%</td>
<td><strong>Meets some of the following:</strong> Submission addresses the assignment requirements. Language/communication is professional and appropriate to the audience. Connections are made to other components of the course (e.g., readings, discussions, assignments).</td>
</tr>
<tr>
<td>&lt;C &lt;70%</td>
<td><strong>Meets very few or none of the following:</strong> Submission addresses the assignment requirements. Language/communication is professional and appropriate to the audience. Connections are made to other components of the course (e.g., readings, discussions, assignments).</td>
</tr>
</tbody>
</table>

### Course Schedule

**COURSE INTRO ASSIGNMENTS**
Opens on Monday, August 23rd

- Read: Welcome Letter and Syllabus
- Assignment: Course Participant Essay
- Check-in: About Me
- Check-in: Plagiarism
- **Due by Monday, August 30th**

**MODULE 1: WHAT IS TEACHER INQUIRY?**
Opens on Saturday, August 28th

- Check-in: Teaching Philosophy Statement (Minor 1 of 11)
- **Discussion:** Finding your wondering
- **Due by Monday, September 6**

**MODULE 2: USING EXISTING RESEARCH**
Opens on Saturday, August 28th
<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit Approved Master’s C&amp;I Degree Plan</td>
<td>Online Meeting, September 7</td>
</tr>
<tr>
<td>Check-in: Learn how to use UNT Library (Minor 2 of 11)</td>
<td>Due by Monday, September 13th</td>
</tr>
<tr>
<td><strong>Discussion</strong>: Focus for research and formulating a research question</td>
<td></td>
</tr>
<tr>
<td>Check-in: Using APA 7th Edition and annotating research articles (Minor 3 of 11)</td>
<td></td>
</tr>
<tr>
<td><strong>MODULE 3: PLANNING SCHOOL-BASED RESEARCH</strong></td>
<td></td>
</tr>
<tr>
<td>Opens on Saturday, September 11</td>
<td></td>
</tr>
<tr>
<td><strong>Part A: Research Design &amp; School-based Research</strong></td>
<td>Online Meeting, September 21</td>
</tr>
<tr>
<td><strong>Discussion</strong>: Reflecting on research design in your topic area</td>
<td></td>
</tr>
<tr>
<td>Assignment: Citi online training (Internal Review Board Requirement) (Minor 4 of 11)</td>
<td>Due by Monday, September 27</td>
</tr>
<tr>
<td>Check-in: Research with children (Minor 5 of 11)</td>
<td></td>
</tr>
<tr>
<td><strong>Part B: Research Methodologies</strong></td>
<td>Online Meeting, October 5</td>
</tr>
<tr>
<td>Check-in: Action Research (Minor 6 of 11)</td>
<td>Due by Monday, October 11</td>
</tr>
<tr>
<td>Check-in: Case Study (Minor 7 of 11)</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion</strong>: Research Methodologies</td>
<td></td>
</tr>
<tr>
<td>Assignment: Research Proposal Part I – Research Question(s) and Literature Review (Major 1 of 4)</td>
<td></td>
</tr>
<tr>
<td><strong>MODULE 4: DATA COLLECTION</strong></td>
<td>Online Meeting October 19</td>
</tr>
<tr>
<td>Opens on Saturday, October 2</td>
<td>Due by Monday, October 25</td>
</tr>
<tr>
<td>Check-in: Data Collection (Minor 8 of 11)</td>
<td></td>
</tr>
<tr>
<td>Check-in: Reliability and Validity (Minor 9 of 11)</td>
<td></td>
</tr>
<tr>
<td><strong>Discussion</strong>: Data Collection</td>
<td></td>
</tr>
<tr>
<td><strong>MODULE 5: DATA ANALYSIS</strong></td>
<td>Online Meeting, November 2</td>
</tr>
<tr>
<td>Opens on Saturday, October 17</td>
<td>Due Monday, November 15</td>
</tr>
<tr>
<td>Assignment: Qualitative Analysis Exercises (Minor 10 of 11)</td>
<td></td>
</tr>
<tr>
<td>Assignment: Quantitative Analysis Exercises (Minor 11 of 11)</td>
<td></td>
</tr>
<tr>
<td>Assignment: Research Proposal Part II – Methods (Major 2 of 4)</td>
<td></td>
</tr>
<tr>
<td><strong>MODULE 6: MAKING A DIFFERENCE</strong></td>
<td></td>
</tr>
<tr>
<td>Opens on Saturday, November 14</td>
<td></td>
</tr>
</tbody>
</table>
Assignment: Research Proposal Part III - Presentation/Video of Proposal (Major 3 of 4)  
Online Meeting, November 16  
Due Monday, November 29

Assignment: Making a Difference Video Presentation (Major 4 of 4)  
Online Meeting, November 30  
Due Monday, December 6

Below is a brief description of assignments. Full descriptions can be accessed on our class Canvas page.

**Minor Assignment Descriptions**

**A. Citi online training**

Complete the Human Subjects Research Course through [Citi course](#). This course consists of modules and quizzes, and should take about two hours to complete. Upon successful completion of the course, you will receive a "certificate of completion." Be sure to save that file and upload here as proof of your completion.

**B. APA Assignment**

This assignment is to have you become familiar with key aspects for writing using APA 7th ed. Follow the directions provided in the attachment. Upload your completed assignment as one document. Recommended you purchase the 7th Edition of the APA Manual since the Master's C&I requires writing in this format. American Psychological Association. (2010). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association

**C. Quantitative and Qualitative Analysis Exercises**

For these exercises you have the option of completing in groups or individually. The purpose of this assignment is to become familiar with the basic processes needed to conduct quantitative and qualitative studies.

**D. Assignments Related to Module Focus**

There are assignments related to the module focus as seen in the overview of the assignments above. These assignments are meant to be reflective, deepening your understanding, and supporting the research proposal you will complete in this course.

**Major Assignment Descriptions**

**A. Action Research Proposal: Part I: Research Question(s) and Review of Literature**
For this paper, you will include (a) research questions, (b) Literature review with at least 10 research articles and (c) the list of references in APA format, including the descriptors and databases used for the list.

B. **Part II: Methods**

Building on Part I, you will write the methods for the action research proposal. Be sure to include your references.

C. **Part III: Complete proposal**

The paper includes the entire research proposal with the recommended revisions for Part I & II. You will submit your proposal with references. The paper is to follow APA, 7th edition, guidelines.

D. **Final: Making a Difference Video Presentation**

This reflective video to posted on Flipgrid is meant to connect the research proposal to one of the Master C&I Goals of your choosing. More details are provided in Canvas.

**Class Participation and Engagement including discussions**

This class is intended as a learning community in which everyone learns and shares. Participation in in-discussions, online meetings, and group work, both teacher-led and student-led, is fundamental to the learning and assessment of the class. Instructors and students are expected to contribute to learning by setting and working toward the attainment of professional goals. Students are expected to log into Canvas multiple times a week to complete assignments, participate in discussions, and work with groups.

**Technical Requirements / Assistance**

The following information has been provided to assist you in preparation for the technological aspect of the course.

- **Access Canvas:** [http://canvas.unt.edu/](http://canvas.unt.edu/)
- **UNT UIT Help Desk:** [http://www.unt.edu/helpdesk/index.htm](http://www.unt.edu/helpdesk/index.htm)
- **Hardware and software necessary to use Canvas:** [https://community.canvaslms.com/community/answers.guides/](https://community.canvaslms.com/community/answers.guides/)
- **Browser requirements:** [https://community.canvaslms.com/community/answers.guides/](https://community.canvaslms.com/community/answers.guides/)
- **Computer and Internet Literacy:** [http://clt.odu.edu/oso/index.php?src=pe_comp_lit](http://clt.odu.edu/oso/index.php?src=pe_comp_lit)
- **Headset/Microphone (required for synchronous chats)**
- **Word Processor**

**Minimum Technical Skills Needed:**

- Using the learning management system
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats
- Copying and pasting
- Downloading and installing software
- Using spreadsheet programs

**Access & Navigation**

**Access and Log in Information**

This course was developed and will be facilitated utilizing the University of North Texas’
Learning Management System, Canvas Learn. To get started with the course, please go to: 
http://canvas.unt.edu/
You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

Student Resources
As a student, you will have access to:
- Student Orientation via Canvas Learn. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
- Canvas’s Guides are a great resource for searching tools and tutorials to better equip you to navigate the course.
- From within Canvas, you will have access to the “UNT Helpdesk” tab which provides student resources and Help Desk Information.

Being a Successful Online Student
-What Makes a Successful Online Student?
- Online Learning Insights

How the Course is Organized
The course is organized in Weekly Learning Modules. Each week can be found on the Weekly Modules Link.

What Should Students Do First
Before starting Week 1 Module, you must go to the Home section to find the syllabus and other important course information.

How Students Should Proceed Each Week for Class Activities
The weekly modules provide detailed information on what readings, assignments, and discussions are due that week. You can also find an outline of the course schedule on the Syllabus & Outline link on the left of the course window in Canvas.

Student Technical Support
The University of North Texas provides student technical support in the use of Canvas and supported resources. The student help desk may be reached at:
Email: helpdesk@unt.edu
Phone: 940.565-2324
In Person: Sage Hall, Room 330D
Regular hours are maintained to provide support to students. Please refer to the website (http://www.unt.edu/helpdesk/hours.htm) for updated hours.

Department of Teacher Education and Administration: Preparing Tomorrow’s Educators and Scholars

The Department of Teacher Education and Administration seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

Mission
The Department of Teacher Education and Administration integrates theory, research, and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.
Vision
We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

UNT’s Course Policies
Face Coverings
UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

Attendance
Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any symptoms of COVID-19 (https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

Course Materials for Remote Instruction
Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at https://online.unt.edu/learn

UNT’s Standard Syllabus Statements

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private
discussion regarding one’s specific course needs. Students may request accommodations at any
time, however, ODA notices of accommodation should be provided as early as possible in the
semester to avoid any delay in implementation. Note that students must obtain a new letter of
accommodation for every semester and must meet with each faculty member prior to
implementation in each class. For additional information see the ODA website at
disability.unt.edu.

Course Safety Procedures (for Laboratory Courses). Students enrolled in [insert class name]
are required to use proper safety procedures and guidelines as outlined in UNT Policy 06.038
Safety in Instructional Activities. While working in laboratory sessions, students are expected
and required to identify and use proper safety guidelines in all activities requiring lifting,
climbing, walking on slippery surfaces, using equipment and tools, handling chemical solutions
and hot and cold products. Students should be aware that the UNT is not liable for injuries
incurred while students are participating in class activities. All students are encouraged to secure
adequate insurance coverage in the event of accidental injury. Students who do not have
insurance coverage should consider obtaining Student Health Insurance. Brochures for student
insurance are available in the UNT Student Health and Wellness Center. Students who are
injured during class activities may seek medical attention at the Student Health and Wellness
Center at rates that are reduced compared to other medical facilities. If students have an
insurance plan other than Student Health Insurance at UNT, they should be sure that the plan
covers treatment at this facility. If students choose not to go to the UNT Student Health and
Wellness Center, they may be transported to an emergency room at a local hospital. Students are
responsible for expenses incurred there.

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify
students with critical information in the event of an emergency (i.e., severe weather, campus
closing, and health and public safety emergencies like chemical spills, fires, or violence). In the
event of a university closure, please refer to Blackboard for contingency plans for covering
course.

Department Syllabus Statements

Foliotek ePortfolio (where applicable). Foliotek is a software data management system (DMS)
used in the assessment of your knowledge, skills, and dispositions relevant to program standards
and objectives. You will be required to use your Foliotek account for the duration of your
enrollment in the College of Education in order to upload required applications, course
assignments, and other electronic evidences/evaluations as required. This course may require
assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your
progress in your program through this data to verify that you have successfully met the
competencies required in your program of study. All students must register in the program
portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this
site: https://coe.unt.edu/educator-preparation-office/foliotek

Student Evaluation Administration Dates. Student feedback is important and an essential part
of participation in this course. The student evaluation of instruction is a requirement for all
organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the
long semesters to provide students with an opportunity to evaluate how this course is taught.
Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification"
(no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

**Sexual Assault Prevention.** UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.

NOTE: THIS COURSE SYLLABUS IS INTENDED TO BE A GUIDE AND MAY BE MODIFIED AT ANY TIME AT THE INSTRUCTOR’S DISCRETION.