



EDCI 595 Research Methodologies

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Catalog Course Description

EDCI 595 Research Methodologies Three (3) Semester Hours provides a study of research methodologies with appropriate practical application in relevant problem solving. Specific research types, including action research, will be emphasized. The student is required to demonstrate his or her competence in the investigation and formal reporting of a problem.

GOAL:

The goal of this class is to enable the learner to develop skills in the initial study and investigation of a research problem unique to the learner's personal, academic, or career goals. Research skills selected will be based on accepted professional standards appropriate to the student's career and field of study.

COURSE OBJECTIVES:

The student will acquire a knowledge base and gain facility in the application of selected research areas:

Complete Action Research study of classroom and school practices

Develop research skills, application of ERIC and other data bases: techniques and instruments for gathering data from **journals, books, public records**, as well as

from **interviews and written surveys**; and the selection of **appropriate methods for analyzing data**.

Study the aspects of a **research proposal and a research report**.

Develop and write a **research report**: discuss the background of the topic to be investigated, goals to be achieved, boundaries of a proposed study, and the guidelines for accomplishing it, findings.

Discuss possible methods schools may use to enact change, based upon the results of action research data.

Search and complete an application for a grant appropriate for the proposed topic and study the student selects.

TEXTBOOKS:

Required Text:

Mertler, Craig and C. M. Charles, Introduction to Educational Research, 6th Edition, Pearson, New York, 2008.

Suggested Resource:

Publication Manual of the American Psychological Association, 5th ed.

COURSE FORMAT:

Discussing and identifying avenues for investigation.

Designing and writing a proposal for a study

Conducting the Study

Writing the final report

Writing and submitting a grant proposal

COURSE REQUIREMENTS

- Regular and prompt attendance in online research sessions by Adobe Connect –a microphone will be needed and a computer with speakers.
- Readings in text and extensive readings related to individual research proposal topics
- Participation in online class discussions
- Participation in peer evaluation activities (submission of individual evaluation from "team" members).
- Preparation of a formal action research proposal

- Preparation of a grant proposal based upon the guidelines provided by the grantor
- A classroom presentation based upon your research proposal.
- Maintenance of a log of the time spent in and out of class for this course. This will be due when the final report is due.

Use **word processing** for all assignments. Text is double-spaced. This applies to weekly assignments and to the final report and grant application.

EVALUATION:

The following criteria will be utilized for student evaluation:

- Ongoing, consistent presence in the online class and Adobe Connect sessions
- Submission of Segments of the Research Report
- Final Research Report and Presentation
- Grant proposal
- Action research report and presentation
- Discussion Prompts

ORDER OF A RESEARCH PROPOSAL

Introduction

Purpose of
the Study

Research Questions

Significance of the Study

Procedures (Methodology)

Definition of Terms

Limitations

Delimitations

Assumptions

Analysis of the Data

Conclusions

Recommendations

References

Appendices (Submit all copies of RAW DATA used to support your research)

ORDER OF A GRANT PROPOSAL

The order of a grant proposal will follow the specifications noted in the proposal request --

**** Students requesting accommodations for disabilities must go through the Academic Support Committee. For more information, please contact the Director of Disability Resources & Services, Halladay Student Services Bldg., Room 303D, (903) 886-5835.

****"All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)

****Students must submit research reports to www.turnitin.com to ensure that rules of **Plagiarism Prevention**

www.Turnitin.com is recognized worldwide as the standard in online plagiarism prevention, Turnitin helps educators and students take full advantage of the internet's educational potential.

Grading

Evaluation Procedures: All course assignments must be completed according to rubrics and specifications of the course. None of the assignments will be optional unless indicated. All assignments, papers, discussions (at least 2 posts per topic), exams and quizzes will be graded on the following scale:

90-100 A;

89-80 B

79-70 C

The spirit of all work in the class requires that work is completed with professionalism as opposed to completing the assignment just to have it done.

Students are expected to proofread and edit all work submitted. This includes discussion posts, reflections and reactions. Grammatical errors and other conventional errors in excess of four will be considered replete and excessive.

All assignments will be equally averaged to determine the final course grade.

Absences: Ongoing, regular presence is expected during this web-enhanced course. Should it be necessary to be absent from the class for an extended period of time, the instructor should be contacted. See the University Attendance Policy:

http://www.tamu-commerce.edu/administration/Rules&Procedures/rules_procedures.asp?RID=88

All work is to be completed individually unless specifically and explicitly assigned as a group project.

TECHNOLOGY REQUIREMENTS

In order to make the most of this online class, please go to this site and make sure your computer meets the technical specifications required.

<http://online.tamuc.org/index.learn?action=technical>

Also, as you use different computers (school computer, friends computer, family member's computer away from home, etc) realize that availability or non-availability of certain software programs on different computers may impact your work. Make sure assignments that you upload are Microsoft Word documents (doc extensions).

ACCESS AND NAVIGATION

Just before class begins you will receive a welcome message from the instructor. Procedures for entering the online class will be provided and instructions for telephone conference calls and Adobe Presenter sessions will be provided. There are at least three Class Live Pro sessions where you will need to meet online..

COMMUNICATION AND SUPPORT

Immediate communication with the instructor is available on most occasions by means of email or telephone (972-345-5386). Use the Virtual Office and the University email to communicate with the instructor. You are welcome to contact the instructor by means of the telephone number provided above.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Class Online Presence

Students are expected to be consistently present in the online class posting to the discussion topics, submitting summary/reaction articles, completing other activities. Necessary absences should be reported to the instructor.

Prepare for the online sessions according to the course calendar.

Academic Honesty

“Graduate students at Texas A & M University- Commerce are expected to maintain high standards of integrity and honesty in all of their academic work. Conduct that violates generally accepted standards of academic honesty are defined as academic dishonesty. Academic dishonesty includes plagiarism, cheating on exams or other course assignments, collusion (unauthorized collaboration with others in preparing assignments) and abuse...” (TAMU-C University Catalog).

Twenty-four hour (24) online Help is available by calling 1-866-656—5511 or by emailing helpdesk@online.tamu-c.org.

Reach the instructor by leaving email, the Virtual Office, phone numbers below. To reach the instructor quickly, you are invited to call 972-345-5386.

University Specific Procedures:

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE REFERENCES AND SUGGESTED READINGS:

Arhar, J M., Holly, M. L., & Kasten, W. C. (2001). *Action research for teachers: traveling the yellow brick road*. Upper Saddle River, NJ: Merrill Prentice Hall.

Burnaford, G., Fischer, J. C., & Hobson, D., (Eds.). (2000). *Teachers doing research: The power of action through inquiry* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.

Frankel J. R., & Wallen, N. E. (1990). Writing research proposals and reports. In *How to design and evaluated research in education*. NY: McGraw-Hill.

Glesne, Corrine (1999). *Becoming qualitative researchers*. NY: Longman.

Haller, E. J., & Kleine, P. F. (2001) *Using educational research*. NY: Longman.

Huck, S.W., & Cormier, W. H. (1996). *Reading statistics and research* (2nd ed.). NY: Harper Collins.

Leedy, P. D. & Ormond, J. E. (2000). *Practical Research: Planning and design* (7th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Locke, L. F., Spirduso, W. W., & Silverman, S. (2000). *Proposals that work* (4th ed.). Newbury Park, CA: Sage.

McMillan, J. H. (2000). *Educational research* (3rd ed.). NY: Longman.

Milinki, Andrea, (1999) *Cases in Qualitative Research: Research Reports for Discussion and Evaluation*, Los Angeles: Pyrczak Publishing.

Mills, G. E. (2000). *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ: Merrill Prentice Hall.

Patten, Mildred L. (2001) *Questionnaire Research: A Practical Guide*. Los Angeles: Pyrczak Publishing.

Pyrczak, Fred (2008). *Evaluation Research in Academic Journals: A Practical Guide to Realistic Evaluation*, Los Angeles: Pyrczak Publishing.

White, V. (1983). *Grant proposals that succeed*. NY: Plenum.

Wiseman, D C. (1999). *Research strategies for education*. Belmont, CA: Wadsworth.