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EDAD 595.01W Using Research for Best Practice

COURSE SYLLABUS: FALL 2021

INSTRUCTOR INFORMATION

Instructor: Dr. Mei Jiang, Assistant Professor

Office Location: Education North 123

Office Hours: Tuesday 10am-1pm and by appointment

Office Phone: 903-886-5521; 214-797-7192 (cell)

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University Email Address: mei.jiang@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: Normally 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Mertler, C.A. (2019). *Introduction to educational research* (2nd ed.). Thousand Oaks, CA: Sage.

Publications Manual of the American Psychological Association (7th ed.). (2019)
Washington D.C.: American Psychological Association.

The syllabus/schedule are subject to change.

Course Description

This course provides a review of significant research designs used in the field of education in order to seek out “best practices” in the classroom, on the campus and district wide. Emphasis is placed on the process and consumption of research. The student is required to demonstrate competence in developing and refining research techniques for “best practices.”

Standards Addressed:

TAC 241.15 Principal Curriculum Standards

(7) Learner Centered Instructional Leadership Management.

A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:

- Facilitate the development of a campus culture learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice.

TExES Principal Competency 005

The principal knows how to promote the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth.

149.2001.001 Instructional Leadership

The principal is responsible for ensuring every student receives high-quality instruction.

- 001c. Data-Driven Instruction and Interventions – The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gaps.

Student Learning Outcomes

The aspiring principal will demonstrate the ability to:

1. Learn research methodologies relevant to education and apply to professional practice through the creation of a coherent research plan that supports instructional planning through data driven decision-making. [149.2001.001c]
2. Evaluate and apply research literature to educational problems. [TAC 241.15]
3. Impact the instructional environment through familiarity with general methods of data collection and analysis and how to draw conclusions based on data. [Competency 005; TAC 241.15; 149.2001.001c]

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4. Synthesize the relationship between theory, research, and practice and to use this understanding to become practitioner-scholars and consumers of research. [Competency 005; 149.200`.001c]
5. Facilitate the development of a campus learning culture that supports instructional improvement and change through an on-going study of relevant research and best practice. [TAC 241.15]
6. Monitor multiple forms of student data to inform instructional and intervention decisions that impact a narrowing of the achievement gaps. [149.2001.001c]

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Be able to use

- the learning management system
- Microsoft Word, Excel, and PowerPoint
- Windows system or Mac system.

The learner is required to access and navigate the learning management system, use Microsoft Word and PowerPoint, and use presentation and graphics programs. All written assignments require Microsoft Word.

Instructional Methods

This course is delivered completely online through the D2L Learning Management Platform. The course is structured so that content may be engaged in 7 modules. Each module begins on Monday of the week and concludes at 11:59 p.m. on Sunday of the week. The structure of each module contains an introduction to the material to be covered, assigned readings, and required assessments or activities. Each assessment, whether formal or informal, is designed for the aspiring principal to demonstrate synthesis of material and application of theory to practice. This application is referred to as Practitioner Pedagogy. To the latter point, the course is a scaffolded action research project, designed to inform the aspiring principal how to use data to solve issues or challenges in the local setting.

Student Responsibilities or Tips for Success in the Course

For success in this course, please read all materials, lectures, and supplementary resources. Additionally, bear in mind that this is Graduate level inquiry; therefore, it is necessary to devote a minimum of 15-20 hours per week with the course content. Please feel free to contact me any time you have questions. I make a rule for myself, and I would like for you to follow it also, that if I spend an hour on something, and really give it my all, but I still can't get it, it's time to ask for help. Don't be afraid to ask for help! Don't just sit there getting frustrated!

GRADING

Final grades in this course will be based on the following scale:

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A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = 59% or Below

The following Grading Rubric reflects an overview of points and the corresponding letter grade.

Grading Rubric: A: 160 – 144 B: 143 – 128 C: 127 – 112 D: 111 – 96 F: 95 – 0

Assessments

For this course, you will be required to complete the following assignments:

- 1) Research Plan (80 points) Total of 80 pts.
- 2) 4 Discussion Board Postings (5 points each) Total of 20 pts.
- 3) 3 Reviews of Journal Articles (20 points each) Total of 60 pts.

Total possible points for course assignments = 160 pts.

Module Discussion Forums (Total of 20 points—four worth 5 pts. each) [TAC 241.15; Competency 005; 149.2001.001c]

Four modules (Weeks 1, 2, 6 & 7) within this course contain a discussion thread activity, which serves as a peer-review component for developing parts of the research proposal. Participation in the discussion forums is critical for maximizing your learning experiences in this course. You are required to be part of an online community who interact, through discussion, to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics we consider to be part of excellent discussion contributions are outlined below. Your facilitator will consider these characteristics when assessing the quality and level of your participation.

- You should submit your initial post(s) early in the session and your subsequent responses to the posts of other learners at timely intervals within the duration of the module. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session. Initial posts are due by Wednesday at 10:00 p.m. Subsequent responses (replies to classmates) are due by Saturday at 10:00 p.m. Posts on Day 7 will not receive credit.

- Your posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support your statements with examples from the text, lecture notes or videos, and other reference material. For example:

Mills & Gay (2015) speak of “grounding research in emergent theory” (p.16). Therefore, John, please go back to chapter one and integrate the components...

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“Your research questions are yes/no. Mertler (2015) discusses the component of effective research questions as those that may be answered as the result of unfettered investigation. While question number 2 is close, here’s a suggested revision...”

- Be sure to cite all material using *APA 6th edition*. You are encouraged to be succinct—keep each post and response to what is necessary to meet course expectations or to meet the parameters of the question. Keep in mind that your fellow learners will be reading and responding to you as well.
- Make certain to address the discussion prompt(s). This response does not mean you should not extend the topic, but do not stray from it.
- Discussions occur when there is dialogue, so build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses. Exemplary students typically visit the discussion area 3-5 “different” times each module.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, websites, resources, etc. (giving credit when appropriate).
- Your contributions to the discussions (posts and responses) should be complete and free of grammatical and structural errors.

EDAD 595 Discussion Thread Grading Rubric <i>Timeliness and quality of your initial posting. Post to allow sufficient time for peer feedback. Post by Wednesday at 10 p.m. of the module week.</i>	0 1 2 3
<i>Quality and timeliness of constructive feedback that you provide to at least two classmates in reviewing their work prior to Saturday at 10:00 p.m.</i>	0 1 2
Point Total = /5	

Critical Assessment (CA) Assignment (30 points)

[TAC 241.15; Competency 005; 149.2001.001c]

Instructions: Meet with your mentor or campus principal to identify a problem or issue related to either campus culture, instructional leadership (aligned curriculum, effective instructional strategies, data-driven instruction, or interventions to impact student achievement), or professional development for teachers. Together, critically examine 2-3 sources of data (campus or district improvement plan, School Report Card, PEIMS data, benchmark exams, etc.) that support this issue or a problem that is in need of investigation or intervention. Based on your meeting with your mentor or campus principal, use the *Writing a Problem Statement* worksheet in doc sharing to develop a comprehensive and formal statement of the problem to be used as the foundation for

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your Action Research proposal. **This assignment is worth a total of 30 points.** Please use the Critical Assignment Rubric below to guide your thinking and discovery.

EDAD 595 CRITICAL ASSESSMENT RUBRIC	
Points	Statement of the Problem
20	The statement of the problem and need for the study is clearly addressed and supported by identifying 2-3 document sources and citations from scholarly research
16	The statement of the problem is clear, although a rare extraneous element is introduced. The problem is supported by identifying 2-3 document sources and citations from scholarly research
12	The assignment has a statement of the problem, but additional unrelated ideas distract the reader. The problem is not supported by 2-3 document sources but does include citations from scholarly research.
10	The assignment has a statement of the problem, but additional unrelated ideas distract the reader. The problem is supported by 2-3 document sources but does not include citations from scholarly research.
8	The statement of the problem is unclear and not supported by document sources or citations from scholarly research.
4	The assignment lacks a statement of the problem or appears to reflect the writer's "free association."
0	Assignment not submitted.

Points	References
10	All references are appropriate with no APA errors.
8	Most references are appropriate and/or limited APA errors.
6	Some references are appropriate and/or limited APA errors.
4	Many references are inappropriate and/or a variety of APA errors.
2	Most references are inappropriate and/or excessive APA errors.

Research Plan (80 total points): [149.2001.001c; Competency 005]

The core of this course is the development of a research plan. Through the analysis of multiple data sources and investigation of relevant literature, you will identify a problem to further investigate. This problem needs to be one that is “researchable” and related to an area of instructional improvement or intervention in education. Throughout each module you will conduct a series of activities to assist you in completing the formal research plan. With the inclusion of the components from the Critical Assessment (CA) Assignment, the Research Plan will consist of the following sections:

- Statement of the Problem (20 pts.)
- Research Questions (10 pts.)
- Significance of Study (10 pts.)
- Methodology
Selection of Sample (10 pts.)

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Design	(10 pts.)
Data Analysis	(10 pts.)
- References	(10 pts.)

Total Possible Points= 80 points

*The previous two rubrics and the following five rubrics will be used to evaluate the seven parts of the Research Plan.

595 Research Plan Grading Rubric <i>CLAQWA (modified), Flateby & Metzger - University of South Florida</i>	
Module 2 Assignment	
Research Questions	
10	All research questions are well written and relate to research topic.
8	Majority of research questions are well written and relate to research topic.
6	Research questions slightly deviate from research topic and have room for improvement.
4	Research questions are unrelated to research topic.
2	Research questions are poorly written, unrelated to problem.
0	Assignment not submitted
Module 6 Assignment	
Significance of Study	
10	The significance of study clearly contributes to the research plan, which is obvious, specific and appropriate.
8	The writer's significance of study is present, appropriate for the research plan.
6	The writer's significance of study is present and appropriate, but elements may not clearly contribute to the statement of the problem.
4	The writer's significance of study is inappropriate for the research plan.
2	The writer's significance is not evident.
0	Assignment not submitted
Selection of Sample	
10	Target population was identified and appropriate method used for selection of sample of participants. Description of participants was included and appropriate in ability to provide data in answering research questions.
8	Little discussion of target population; however sampling technique used for selection was discussed and appropriate in providing data for research questions. Description of participants provided.
6	No discussion of target population and room for improvement in sample technique used. No description of actual participants.
4	No discussion of target population and poor sampling technique used.
2	No discussion of target population and/or sampling technique used. Participants targeted for study were inappropriate for providing data to research questions.
0	Assignment not submitted

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Module 7 Assignment	
Design	
10	Procedure for collecting and analyzing data was sound, effective and realistic to addressing the research questions posed in the research plan. Provides a clear roadmap to the reader.
8	Procedure for collecting and analyzing data was appropriate for research questions posed in the research plan. Room for improvement with description.
6	Procedure for collecting and analyzing data was average for research questions posed in proposal with room for improvement.
4	Procedure for collecting and analyzing data was attempted for research questions posed in proposal; however, better description is needed.
2	Procedure of collecting and analyzing data was inappropriate and unrelated to research questions statements posed in the research plan.
0	Assignment not submitted
Data Analysis	
10	Description of analysis of data excellent. Methods used for analysis of data appropriate.
8	Description of analysis of data good. Methods used are appropriate with some room for improvement.
6	Description of analysis of data average.
4	Little description of analysis of data. Need major revisions.
2	Inaccurate description provided for analysis of data.
0	Assignment not submitted

Research Design Critique Report (3 @20 points each) [TAC 241.15]

In modules 3–5, students will survey “peer reviewed” scholarly journals to evaluate 3 central methodologies: quantitative research, mixed methods research, and qualitative research. It is acceptable to use the Gee Library at Texas A&M University Commerce (online or on campus) or any library that affords ease of use or accessibility. Within each methodology, specific designs are applicable to research in education: *Quantitative [module 3]* (correlational or causal comparative design); *Mixed Methods [module 4]* (action research design); and *Qualitative [module 5]* (narrative, ethnographic, or case study designs). Within each corresponding module, use the given methodology but select one of the designs given. The Research Design Critique Report template is listed in doc sharing. Please use the template to complete the assignment.

Each of the 3 reports will count 20 points:

- Module 3 Research Design Critique Report (20 pts.)
- Module 4 Research Design Critique Report (20 pts.)
- Module 5 Research Design Critique Report (20 pts.)

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Total Possible Points= 60 points

The following rubric will be used to evaluate each Research Methods Report completed for Modules 3, 4, and 5.

EDAD 595 Research Methods Report Grading Rubric for Modules 3, 4, and 5 <i>CLAQWA (modified), Flateby & Metzger - University of South Florida</i>	
Points	Assignment Requirements
5	Addresses and develops each aspect of the assignment and goes beyond the assignment prompt to address additional related material.
4	Addresses each aspect of the assignment.
3	Addresses the appropriate topic and partially fulfills the assignment requirements.
2	Addresses the appropriate topic but omits most or all of the assignment requirements.
1	Is off topic or vaguely addresses the topic.
0	Assignment not submitted.
Quality of Details	
5	Provides details that help develop each element of the text and provides supporting statements, evidence, or examples necessary to explain or persuade effectively.
4	Provides details that support the elements of the text with sufficient clarity, depth, and accuracy.
3	Provides details that are related to the elements of the text but does not support those elements with sufficient clarity, depth, or accuracy.
2	Provides details that are loosely related to the elements of the text, but they are lacking clarity, depth, and accuracy.
1	Provides details that do not develop the elements of the text.
0	Assignment not submitted.
Quantity of Details	
5	All points are supported by a sufficient number of details.
4	All points are developed, but some may need additional details.
3	Additional details are needed to develop some points.
2	Additional details are needed to develop most points.
1	Virtually no details are present.
0	Assignment not submitted.
Grammar and Mechanics	
5	Sentences are grammatically and mechanically correct.
4	Rare grammatical and mechanical errors exist but do not affect readability.
3	A limited variety of grammatical errors exist.
2	A variety of grammatical errors appear throughout the text, possibly affecting readability.
1	Most sentences exhibit multiple grammatical and mechanical errors, obstructing meaning.
0	Assignment not submitted

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	Earned Point Total: /20
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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

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<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

This course is an on-line class. You will need access to an email account on a daily basis. I will be emailing during the course to communicate information, assignments, and other addenda. **You need to check your myLeo email each day for these communications.** You also need to periodically review updated announcements within the EDAD 595 course home page for updated information pertaining to this course.

If I request that you have a phone conference with me to discuss an assignment and you do not respond within a reasonable amount of time (24 hours), you will receive a zero on the assignment.

In order to complete your assignments, you will need to be proficient at MS Office programs, such as Word, Excel, PowerPoint, and Publisher. All assignments submitted electronically must be in MS Office formats. All assessments will receive feedback within 5 days of the module end date.

Please feel free to email me at mei.jiang@tamuc.edu if you have questions. Each of the seven modules within the EDAD 595 course shell has a link entitled *Module Q&A*, where you can post questions and review responses to questions that pertain to course information as you progress through this course. The Q&A is for general questions about assignments and/or course materials.

Please communicate with me in whichever form you are most comfortable (e-mail or through the *Module Q&A* Forums); however, avoid using the public forum for confidential matters. If you would prefer to correspond via telephone, you are welcome to do so. Please schedule a phone conference via email before you call me. Prior to asking a question, please quickly review previous responses within a particular *Module Q&A* forum as your question may already have been addressed. You are welcome to respond to a classmate's question if you can accurately address the issue.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late submission of assignments is frowned upon and accepted ONLY with prior approval and at the discretion of the professor. Assignments will not be accepted nor graded beyond the final day of the course.

Scholarly Expectations

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless

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specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Writing Style

All papers must be written in accordance with the rules and guidelines of the 6th edition of the *Publication Manual of the American Psychological Association* (2010). All citations and references in papers must adhere to the APA format provided in this manual. Please use the following format for all of your documents: Times New Roman font with 12 c. p. i. (characters per inch), double-spacing, and one-inch margins.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.03)

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[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- 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

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal

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Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

TENTATIVE COURSE OUTLINE / CALENDAR

Week	Units	Topics	Assignments
1	08/30-09/05	Module 1: <i>Introduction to Educational Research (2nd ed) by Mertler (2019)</i> Chapter 1 – what is Educational Research Chapter 3 – Identifying a Research problem	1. M1 Discussion Forum (Research Topic); 2. M1 Assignment (Identify Research Topic, Statement of the Problem)

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2	09/06-09/12	<p>Module 2:</p> <p>APA Tutorial Library Databases</p> <p><i>Introduction to Educational Research (2nd ed) by Mertler (2019)</i> Chapter 2--Overview of the Educational Research Process Chapter 4--Ethics in Educational Research</p>	<ol style="list-style-type: none"> 1. M2 Discussion Forum (Research Questions); 2. Module 2 Assignment (References, Research Questions)
3	09/13-09/19	<p>Module 3:</p> <p><i>Introduction to Educational Research (2nd ed) by Mertler (2019)</i> Chapter 7 – Quantitative Research Methods</p>	<ol style="list-style-type: none"> 1. No Discussion; 2. Module 3 Assignment (M3 Research Design Critique Report)

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4	09/20 - 09/26	<p>Module 4:</p> <p><i>Introduction to Educational Research (2nd ed) by Mertler (2019)</i></p> <p>Chapter 8 – Mixed-Methods Research</p> <p>Chapter 9 – Action Research</p>	<ol style="list-style-type: none"> 1. No Discussion Activity; 2. Module 4 Assignment (M4 Research Design Critique Report)
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5	09/27-10/03	<p>Module 5:</p> <p><i>Introduction to Educational Research (2nd ed) by Mertler (2019)</i></p> <p>Chapter 6 – Qualitative Research Methods</p>	<ol style="list-style-type: none"> 1. No Discussion Activity; 2. Module 5 Assignment (M5 Research Design Critique Report)
6	10/04-10/10	<p>Module 6:</p> <p><i>Introduction to Educational Research (2nd ed) by Mertler (2019)</i></p> <p>Chapter 10 – Writing a Research Proposal</p> <p>Chapter 11 - Qualitative Data Collection & Analysis</p>	<ol style="list-style-type: none"> 1. Discussion Forum; 2. Module 6 Assignment (Significance of Study, Selection of Sample)

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7	10/11- 10/15	Module 7:	1. Discussion Forum; 2. Module 7 Assignment (Design, Data Analysis)
		<i>Introduction to Educational Research (2nd ed) by Mertler (2019)</i> Chapter 12--Quantitative Data Collection Chapter 13--Quantitative Data Analysis	

The syllabus/schedule are subject to change.