# Research Program Mission Statement

The mission of the Research Program is to cultivate educator-scholars by providing graduate-level instruction and mentorship in writing, evaluating scholarly literature, collecting and analyzing data, and developing evidence-based recommendations. The Research Program promotes social justice, academic integrity, critical thinking, and effective communication.

<table>
<thead>
<tr>
<th>Course</th>
<th>Professor</th>
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</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Name</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Dr. Mike Papadimitriou</td>
</tr>
<tr>
<td>Number</td>
<td>Telephone</td>
</tr>
<tr>
<td>EDUC/COUN 6327</td>
<td>936-672-3891 936-709-5795</td>
</tr>
<tr>
<td>Title</td>
<td>Email</td>
</tr>
<tr>
<td>Educational Research Design and Data Analysis</td>
<td><a href="mailto:papadim@stthom.edu">papadim@stthom.edu</a></td>
</tr>
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<td></td>
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<tr>
<td>Section</td>
<td>Office Hours</td>
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<tr>
<td>Thursday</td>
<td>Before class</td>
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<tr>
<td>Location</td>
<td>Location</td>
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<tr>
<td>San Jacinto College North</td>
<td>Charles Grant Fine Arts Center Room N-1.159</td>
</tr>
<tr>
<td>Time</td>
<td>5:00-8:00 pm</td>
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<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Textbook Required</th>
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<table>
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<tr>
<th>Textbook Recommended</th>
<th>Course Description</th>
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Major Learning Outcomes
By the end of this course, you will be able to:

1. Describe the values, assumptions, and process of action research.
2. Formulate educational research questions and hypotheses.
3. Create a survey that reflects considerations of sampling, reliability, and validity.
4. Apply various action research designs to typical educational research questions.
5. Analyze quantitative and qualitative data with the appropriate techniques.
6. Develop a mixed method action research plan to answer a research question of interest.

Evaluating the Course: IDEA Course Objectives
The research program and your professor greatly value feedback. In addition to providing informal feedback throughout the course, you are strongly encouraged to complete the end-of-course evaluation. This is one of the main ways we have to assess the quality of the course (and the professor) and make improvements. The University of St. Thomas uses IDEA Center’s evaluation. As part of this evaluation, you will be asked to rate how effective the course and the professor were for helping you achieve the following objectives.

**Please be thoughtful in your evaluation and provide suggestions for improvement.** We strive for a 100% response rate, with reliable and valid responses!

- Acquiring skills in working with others as a member of a team.
- Developing skill in expressing myself orally or in writing.
- Learning how to find, evaluate, and use resources to explore a topic in depth.
- Learning appropriate methods for collecting, analyzing, and interpreting information.

Professional Association Standards Guiding this Course
The course objectives and outcomes of both research courses (EDUC/COUN 6326 and 6327) are consistent with the American Educational Research Association’s “Standards for Reporting on Empirical Social Science Research in AERA Publications” (AERA, 2006). The following areas are covered in the two-course research sequence and conform to AERA’s expectations.

1. Problem Formulation
2. Design and Logic
3. Sources of Evidence
4. Measurement and Classification
5. Analysis and Interpretation
6. Generalization
7. Ethics in Reporting
8. Title, Abstract, and Headings

Social Justice Tenets Guiding this Course
The content and goals of this course are consistent with three tenets of Catholic social
justice teaching that inform the School of Education programs.

- **Subsidiarity**: Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.

- **Dignity and rights of children**: Children possess full human dignity and are bearers of rights which should be recognized and upheld in educational processes.

- **People have a right to an education**: All people have a responsibility, for the good of society, to contribute to and foster education.

The Research Program encourages high-quality educational research that can help to improve the education—and thus the lives—of all people, particularly those who are disadvantaged, traditionally underserved, and at-risk. The Catholic social justice tenet *putting the needs of the poor and vulnerable first* underscores the importance of educational research that promotes the elimination of poverty and discrimination.

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**Major assignments, due dates, and percentages of course grade**  
Students must earn a letter grade of **B- or better** to receive credit for this Core class.

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Survey construction, data collection, AR summary report, and group agreements</td>
<td>20%</td>
<td>11/3</td>
</tr>
<tr>
<td>2. Group AR facilitated discussion (10%) - due 11/3</td>
<td>10%</td>
<td>11/3</td>
</tr>
<tr>
<td>3. Partner interview and mini case study (10%) – due 11/10</td>
<td>10%</td>
<td>11/10</td>
</tr>
<tr>
<td>4. Individual MMAR plan (25%) – 12/8</td>
<td>25%</td>
<td>12/8</td>
</tr>
<tr>
<td>5. MMAR Plan facilitated discussion (10%) – 12/1</td>
<td>10%</td>
<td>12/1</td>
</tr>
</tbody>
</table>

Details about each assignment are provided in BB.

Assignments must be submitted to the professor in Blackboard (BB) before midnight, on the due date. **Please name the file: Lastname_Firstname_assignmentname** (e.g. survey for the survey assignment). It is your responsibility to ensure that the professor receives your documents on time in BB.

In addition, failure to complete any assignment on time, unless prior arrangements have been made, will result in a zero for the assignment grade and a one-half grade decrease of your final grade. For example, if your final grade was a B, you would receive a B-. If you miss an assignment, please speak with your professor to discuss a plan for preventing future missed work.

All work must be written in APA style, using MS Word. Font must be Times New Roman, 12-point, and double-spaced, and margins must be 1-inch. Additional information is provided in BB about each assignment.
II. Participation and discussion: 25% of grade

Participation is defined as active contribution to group activities, completion of Discussion Boards, and completion of other assignments (details provided below). You are expected to participate in all activities in a professional manner. Any unprofessional behavior will result in zero credit for this portion of the grade.

If you miss one participation assignment, you must meet with the professor to discuss a plan for preventing future missed work. For a discussion board that requires a reply, both the post and reply must be completed on time to receive credit for the assignment. Furthermore, if you miss a participation assignment, you will not receive participation credit for the missed work, regardless of the reason for non-participation. Please keep the professor informed of any emergency circumstances before an absence occurs so that alternative plans can be arranged. More than one missed assignment may result in administrative withdrawal from the class.

Major Participation activities and percentage of overall course grade

1. DB: Ethics in Research (group) (LM2) (5%) – 10/19
2. DB: Qualitative Research (LM8) (5%) – 11/9
3. DB: Quantitative Research (LM9) (5%) – 11/16
4. Participation assignments include other DBs (10%) - due throughout the semester

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90 – 92</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80 – 82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77 – 79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73 – 76</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70 – 72</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>67 – 69</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60 – 67</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>&lt; 60</td>
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</table>

Student Accommodations

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary to
ensure access to full participation by students with disabilities, the student must inform
the professor of any disability or needed accommodations.

The University Office for ADA Compliance may seek proof of disability and specify
accommodations as requested by students. Students must contact the Office of Counseling
and Disability Services (2nd floor of Crocker Center) by calling Dr. Rose Signorello at 713-525-3162 or Ms. Debbie Jones at 713-525-6953; the Office is open 8-5 Monday through
Friday. Students with special needs should inform the professor within the first two weeks
of class.

The accommodations will become official when the professor receives official, written
notification from the officer in charge of ADA compliance. Students should contact the
professor immediately if new needs arise. Students can see the professor before or after
class or request another time to discuss any matters. All information will be confidential.

<table>
<thead>
<tr>
<th>Professional Standards of Behavior for Students and Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic integrity</strong></td>
</tr>
<tr>
<td><strong>Plagiarism</strong> involves taking credit for another person’s work. You must cite sources in APA style any time source material (e.g., books, journal articles, internet material, etc.) has been used, paraphrased, or quoted. Quoted material must be placed in quotation marks and referenced appropriately. Please note that copying information directly from a source without giving credit, using friends’ work, buying papers online, re-using one’s own work from previous classes, etc., all constitute plagiarism.</td>
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</tbody>
</table>

Any instance of plagiarism will result in failure of the course and may result in dismissal from UST. Ignorance is no excuse; if you remain uncertain about the guidelines for using and citing source material after these issues are addressed in class, you should seek input from the professor.
### Technology Requirements and Guidelines

This course relies heavily on Blackboard, which is best viewed in the Firefox or Chrome browser. (A free download can be obtained at [www.firefox.com](http://www.firefox.com) or [www.google.com/chrome](http://www.google.com/chrome).) Please familiarize yourself with Blackboard through the tutorial (in the Start Here! menu).

Additional information about technology requirements, skills, and Netiquette can be found on the Start Here! page in Blackboard.

### Use of UST email accounts

You are encouraged to use your UST email account. The professor may send messages to through Blackboard, which uses your UST address. If you have linked your UST account to another account, be sure to periodically clean out your UST mailbox so that it doesn’t become overloaded (which can prevent you from receiving new emails).

### Professor availability

The professor will be available for consultation during office hours and during scheduled appointments. It is strongly recommended you not wait until too late in the course before seeking guidance. Please come prepared with questions so that the consultation time can be spent effectively.

### Language diversity

The University of St. Thomas values the ability to speak more than one language. The Master's programs at UST are especially sensitive to issues of language diversity. The professor is available to meet with you if you need help with written English. In addition, computer support is available if you need additional review of English fundamentals.
Course Schedule, Learning Outcomes, and Assignments

Course Introduction:
This course is divided into two parts. The first half of the semester is focused on a group AR project that will provided you with guided instruction for your work in the second half of the semester. The second half of the semester, you will work on your individual MMAR Plan with support from your research buddy and, as always, your professor.

This course is very intense and fast paced. Do not get behind. I hope you find what you learn in this course worthwhile in helping you grow and hone your skills as a professional educator and a scholar practitioner. Throughout this course, I urge you to look for ways to apply what you are learning to your everyday life as an educator. Action research is the focus of this course and was intentionally chosen because it uses your experience as a practitioner and others’ experiences as reported in the research literature and presented at conferences to improve educational practice. It has been used successfully throughout education and other disciplines for many years to lead change in the classroom, schools, and educational systems. The skills you learn in this course are designed to enhance your effectiveness as scholar practitioner in whatever role you choose.

Note: In the Learning Module column C = Class session and O = Online session

<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Date</th>
<th>Instructional Focus</th>
<th>Learning Outcomes</th>
<th>Activities</th>
<th>Assignments due</th>
</tr>
</thead>
</table>
| Orientation – Pre class online| Week 1 | Orientation and Introduction               |                   | ✓ Review syllabus.  
✓ Read course policies carefully (in syllabus).  
✓ Take orientation quiz. | ✓ Complete Orientation Quiz in BB  
✓ Complete 6327 Pre Survey in BB |
| 1 - C                         | Week 1 | What is action research? Values, assumptions, and process Ethics in research | 1                 | Before class  
✓ View Mini-lecture – Action Research (AR)  
✓ Complete Reading(s) (see Blackboard)  
In class  
✓ Present Meet and Greet information to class  
✓ Discuss syllabus and expectations | ✓ DB: Group Ethics Project – Group Member Information (Grp post) |
| 2 - O | Week 1 | **Who am I as an action researcher?**
Developing your research identity | 1 | ✓ Complete Reading(s) (see Blackboard)
✓ View assigned video on Ethical Issues and post group facilitated discussion, reply individually to another group's discussion
✓ Prepare facilitated discussion on the ethical issues from the video and AREA Guidelines
✓ Complete Rokeach Values Survey (linked in Blackboard). | ✓ Post Rokeach Values Survey
✓ DB: Ethics in Research: Grp post of facilitated discussion materials |

| 3 - C | Week 2 | **What do we know?**
Applying AR Pre-step – Context and Purpose & Step 1 – Constructing Choosing a group research project and conducting the literature review. | 2 | Before class
✓ Review Group AR Project Overview
✓ View Mini Lecture: Research Questions and Hypotheses
✓ Complete Reading(s) (in BB)
✓ Individually prepare for group meeting | ✓ Conduct group facilitated discussion of group ethical situation (10/20)
✓ Step 1: Conduct Group Meeting to —organize the group & decide on the AR topic/ |
<table>
<thead>
<tr>
<th>Week</th>
<th>What is the plan for action? Applying AR Step 2 – Planning Action Creating a survey</th>
<th>3</th>
</tr>
</thead>
</table>
| 4 - O | Choose a topic to research. In class:  
- Conduct group facilitated discussion of ethical situation  
- Select group members for AR group project.  
- Discuss ethical issues from video and AERA Guidelines  
- Participate in Group Meeting to Organize Group Members – complete group agreements  
- Group Meeting - Choose a research topic for the group research project | Self check Quiz  
- Step 2: Conduct Group Meeting to - review literature; finalize topic, purpose, and question; choose survey items and finalize survey |
| 5 - C | Week 3 | 10/27 | **What actions will we take?** Applying AR Step 3 – Taking Action  
Administering the survey, collecting and entering data, and coding qualitative responses | 3,5 | In class  
✓ Bring final copies of survey to class  
✓ Administer the survey  
✓ **Individually** enter the data for your quantitative and qualitative question into the excel spreadsheet (use template) and code qualitative responses & participate in Group meeting – validate qualitative coding and finalize in preparation for data analysis | ✓ Bring copies of final survey to administer to class  
✓ **Step 3: Conduct Group Meeting – Validate coding of qualitative questions and finalize**  
✓ **Individual AR Project – Topic, Issue/Concern Statement, and Guiding Questions (Individual post)** |
| 6 - O | Week 3 | 10/27 | **What do our results tell us?** Applying AR Step 4 – Evaluate Action (review & synthesis) | 3, 5 | ✓ View Mini-lecture: Descriptive Statistics  
✓ Review Tutorial: Creating APA Tables | ✓ **Step 4: Conduct Group Meeting – Finalize data analysis and** |
<table>
<thead>
<tr>
<th>Analyzing data &amp; Figures</th>
<th>✓ Review AR Group Project Report requirements</th>
<th>✓ Post DB: Group Facilitated Discussion (one member post, facilitation materials.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Review group AR Project facilitation information</td>
<td>✓ Individually create table/figure for your quantitative and qualitative question (see instructions in BB) &amp; prepare participate in Group Meeting –</td>
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<tr>
<td>✓ Group Meeting - finalize data analysis, write report, and plan and practice facilitation</td>
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**Transition from Group Project to Individual Plan**

<table>
<thead>
<tr>
<th>7 - C</th>
<th>Week 4</th>
<th>11/3</th>
<th>What will we share and what did we learn from this experience? AR Step 4 – Evaluate Action (synthesis, sharing, and reflection)</th>
<th>Group Project</th>
<th>✓ Step 4: Post Final Group AR Project Report and attachments (one member posts)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>Completion of the Group AR Project</td>
<td>Before class</td>
<td>✓ Complete Final AR Group Report and all attachments and post</td>
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<tr>
<td></td>
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<td></td>
<td>In class</td>
<td>✓ Conduct facilitated discussion of group AR project and post materials</td>
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<td></td>
<td>After class</td>
<td>✓ Each group member complete group member assessment</td>
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<td></td>
<td>✓ Conduct Group Facilitation of AR project findings</td>
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<td>✓ Each group member – post Group Member Assessment for</td>
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11
### Prepare to transition to Individual AR Project

- **Review Overview of 2nd half of course**
- **Work on literature review** (4 articles – mix of qualitative and quantitative)
- **Choose research buddy for 2nd half of the course**

### Individual Project

- **Refine guiding question & issue/concern statement**
- **Develop questions for mini case study interview with research buddy**
- **View Mini Lecture: Qualitative Research**
- **Complete Reading(s) in BB**
- **Find and summarize qualitative article on your research topic and post summary**

### Development of Individual AR Plan Begins

| 8 - O | Week 4 11/3 | **What is the situation? AR Step 1 – Constructing - Using Qualitative Research**
Qualitative methods
Mini case study | 4,5,6 | **DB: Individual AR Plan – refine guiding question and issue/concern statement.**
(individual reply to original post in LM5)

| 9 - C | Week 5 11/10 | **What is the situation? AR Step 1 – Constructing – Using Quantitative and Mixed Methods**
Before class
**Complete Literature Review article search and begin writing literature review** | 2,4,6 | **DB: Qualitative Research**
(individual post and reply) (11/9)

|  |  | **DB: Final draft** |  | **Professor only**

**Individual Project**
- **Identify a research buddy for second half of course (one partner post names to DB)**

**Development of Individual AR Plan Begins**

- **Refine guiding question & issue/concern statement**
- **Develop questions for mini case study interview with research buddy**
- **View Mini Lecture: Qualitative Research**
- **Complete Reading(s) in BB**
- **Find and summarize qualitative article on your research topic and post summary**

|  |  | **DB: Final draft** |  | **Professor only**

**Individual Project**
- **Identify a research buddy for second half of course (one partner post names to DB)**
| Quantitative and Mixed Methods Action Research | ✓ Develop purpose statement (use template in BB), quantitative research question and hypothesis, and qualitative question and bring to class | ✓ Complete Readings (see BB) |
|                                               | ✓ View Mini-lecture: Writing Research questions and hypotheses | ✓ Find and summarize quantitative article on your research topic, post, and reply. |
|                                               | ✓ Conduct partner interview for mini case study | In class |
|                                               | ✓ Discuss quantitative and qualitative article differences | ✓ Review research purpose statement, research questions and quantitative hypothesis |
|                                               | ✓ Discuss use the matrix (BB) to choose the statistic appropriate for your research hypothesis | of Issue/Concern statement, Purpose, Questions, & hypothesis – Post and peer review your research buddy’s work in class. |
| Week | 10 - O | 11/10 | **Applying AR Step 1**  
Constructing – Literature Review &  
AR Step 2 – Taking Action  
– Choosing you Statistic  
Writing literature review and choosing statistic based on research question | 2,4,5 | ✓ Post summary of mini case study interview (see example in BB)  
✓ Complete Reading(s) (see Blackboard)  
✓ View tutorials & videos on your chosen statistic—Pearson’s r, independent t-test and dependent t-test  
✓ Complete article interpretation assignment for the statistic you chose and bring to next class.  
✓ Revise issue/concern, purpose, and/or questions and hypothesis based on self and peer review.  
✓ Begin draft of methods section | ✓ Post summary of mini case study interview with your research buddy  
✓ DB: Draft Literature Review – Post and peer review research buddy’s work. |
| 11 - C | Week 6 | 11/17 | **Step 2 – Planning Action**  
Writing a Methods Section | 4,5,6 | Before class  
✓ Revise Literature Review based on self and peer review  
✓ Post final draft of Methods Section discuss in class  
In class  
✓ Discuss Literature Review and Methods sections in class  
✓ Review article | ✓ DB: Draft Methods Section – Post and peer review research buddy’s work. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Activity</th>
<th>Section(s)</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 12 - O | Week 6  11/17 | AR Step 2 – Planning Action – Final MMAR plan & Self reflection         | 4,5,6      | ✓ Revise Methods Section based on self and peer review  
✓ Complete draft of self-reflection  
✓ Complete final draft of MMAR plan and post for review  
✓ Prepare facilitated discussion on MMAR Plan  
✓ Course evaluation  
✓ DB: Final draft of MMAR plan – Post and peer review research buddy’s work. |
| 13 - C | Week 7  12/1 | Sharing your Learning through a Facilitated Discussion                   | 6          | ✓ Review information on conducting facilitated discussions (see Blackboard)  
✓ Conduct facilitated discussion & post relevant materials (e.g., ppt, outline, handout materials, etc.)  
✓ Conduct Facilitated discussion  
✓ Post facilitated discussion materials) |
| 14 - O | Week 7  12/1 | AR Pre-steps through Step 2 – Planning Action – Course Capstone         | 4.5,6      | ✓ Complete 6327 Post Survey  
✓ Post final MMAR Plan  
✓ Complete 6327 Post Survey  
✓ Post final MMAR Plan |
The professor reserves the right to make changes to this syllabus during the semester. Please check Blackboard on a regular basis for updated information, announcements, and handouts.