Research Design in Education
EPSY 509 (CRN: 43701)

COLLEGE OF EDUCATION UIC

Instructor: **Ting Dai, Ph.D.**
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Office Hour (via Zoom): By appointment

Course Overview

"Research is formalized curiosity. It is poking and prying with a purpose."—Zora Neale Hurston.

This course introduces students to the process of planning, designing and conducting educational research. Upon presenting an overview of educational research and common quantitative, qualitative and mixed-method research methods, the course takes students through the process of designing a research study to address a particular problem. Throughout the course, students will work towards writing a research proposal based on their research design.

The following major topics are covered in the course:
1. The role of critical thinking in research
2. Approaches to research and the research process
3. Considerations for data collection and measurement
4. Research designs and approaches to data analysis
5. Review, analysis and synthesis of empirical literature
6. The development of a research proposal
7. Application of the American Psychological Association's (APA) style guide to scholarly writing is integrated into the course.

Course Objectives and Outcomes

The main purpose of this course is to equip students with the knowledge, skills and ways of thinking needed to be informed consumers and producers of educational research. The intent is for students to be able to apply critical thinking skills and their knowledge of research inquiry to develop a deeper understanding of a selected issue in an education-related field.

Upon completing the course successfully, students should be able to:
- Articulate an education-related issue that can be addressed through educational research.
- Collect and critically evaluate empirical literature relevant to a research problem of interest to the student.
- Construct a literature review based on constructs related to a selected research problem.
- Formulate a research design to appropriately address an education-related research problem.
- Develop a research proposal based on relevant literature and a sound research design.

Course Format & Learning Approach

We will try to accomplish the course goals following an online course approach.

Typical learning **tasks** involve:

- Required readings and research articles from your own literature search;
- Discussion Board,
- Final paper on a topic of your choice
- Four final paper milestone (FPM) assignments that help you complete the final paper over the semester, and
- Quizzes to solidify your learning of each module.

I strongly recommend the following **3-step approach** for each module:

1. Refer to the **Course Schedule** for an overview of all modules and tasks.
2. Go to the **module folder** on Blackboard (Bb), and complete all tasks in the order listed. (You do NOT need to navigate elsewhere on Bb. The listed items in each module folder should provide you with everything needed, except your copy of the textbook.)
3. I estimate one needs **8-12 working hours** to complete all tasks each week.

My Expectations & Our Responsibilities

As your online instructor, I will assume responsibility for preparing an organized course of study, prompting online discussions, and facilitating the learning process.

As students in the course, you are expected to, each week, complete all tasks in the module folder(s) in the order listed. (Preferably, follow the **3-step approach** I recommended above.)

DO NOT CRAM: Students who wait until the day before an assignment is due to begin work will very likely have challenge keeping pace with the course. There is simply not enough time. Please realize that if you wait until the last minute to begin asking me questions about an assignment, then you will likely not receive a response in time.

Course Materials

Required Text:
Suter, W. N. (2012). *Introduction to educational research: A critical thinking approach*. SAGE
     Publications, Inc. https://dx.doi.org/10.4135/9781483384443

Strongly Recommended Reference:
American Psychological Association. (2019). *Publication manual of the American Psychological
     Association, 7th ed.* American Psychological Association.

Required Technology:
You will need PDF reader and Microsoft Office. You will need regular access to a computer with a connection to the Internet. A dial-up telephone connection will suffice, but high-speed access via broadband, satellite, or direct subscriber line (DSL) will greatly enhance your online learning experience. This is an online course, and all course materials and instruction are presented online. A student CANNOT expect to complete the course using only this syllabus as a guide. Therefore, if you have difficulty accessing the course website, it is imperative that you

take action immediately to solve the problem. Do not wait. It is YOUR responsibility to maintain connectivity throughout the entire length of the course regardless of where you are (this includes vacations, work-related travel, etc.). Remember that you may access the course from any computer that is capable of searching the Internet, so if you have difficulty with your home computer, please try a local public computer or a computer at work instead.

Internet browser that has JavaScript enabled and is compatible with Blackboard.

Communication Policies

To ensure proper and efficient communication, you are required to
1) Use the *Discussion Board* for course content related questions.
2) Use the Blackboard email system OR use your **uic.edu** email to communicate with the instructor about personal requests.
3) Write the subject of your email starting with "EPSY 509", and
4) Write your email professionally (Read this post to learn about how to write an email professionally https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay), e.g., address me "Dr. Dai", not "hey there" or "hi."

Emails that fail to meet the criteria above-mentioned will NOT be responded to.
I will return e-mail within 36 hours unless informed otherwise or the university is closed.

Required Course Assignments

1. Final Proposal Milestone (FPM) Assignments [37%]: Detailed instructions see each assignment instruction document, "Section Writing Guide".
1) FPM 1, 2, 4   (5% * 3).
2) FPM 3 & 5   (11% * 2).

2. Final Proposal (15%): Detailed instructions in the *Final Paper Instructions*.

3. Final Exam (18%).

4. Discussions (25%):
1) Ice-Breaker (0%).
2) Identify a topic of interest (3%).
3) Reply to at least two other students' tops of interest (1% * 2 = 2%).
4) Posts in *Reflection & Questions in Modules 1-9 & Module 12* (2% * 10 = 20%).

** The purpose of the Discussion Board is to reinforce material covered and to allow you to share information, thoughts, and ideas with your peers. These are graded per **completion** and therefore no grading rubrics are provided for discussion posts.
** If you have a problem or question that is NOT about the course content for the instructor, communicate it via your UIC email.

5. CITI Certificate (5%): Submit an effective CITI Training Completion Certificate on Blackboard (See Module 10 for details).

<u>TOTAL (#1 ~ #5): 100%.</u>

*ADDITIONAL NOTES***:**

Final paper and FPM assignments will only be accepted in **Word** format, such that I can provide feedback and edits in the format of tracked-changes and comments. DO NOT submit assignments in PDF.

Late/Missing Assignments: Any special arrangement for completing assignments need to be approved by the instructor at least **3 days prior** to the due date. No extension for a past-due assignment will be granted. A **score of 0** will be given to any late/missing assignments/exams.

No Extra Credit: Your course grades are based only on the above information. There will be no extra-credit opportunities.

If your system crashes, or your Internet provider loses connectivity just as you are getting ready to send in your work (and you cannot use an alternate system), email the instructor ASAP. Technical difficulty is not an excuse for late or missed assignments.

Working ahead: You can access modules at all times once they are posted, and they will be available throughout the semester. You can complete the modules and submit assignments early, but assignments will not be graded before the deadlines.

Grading Scale

A	90 – 100%	Excellent	The student's work demonstrates excellent grasp of all the learning outcomes associated with the course.
B	79 – 89%	Good	The student's work demonstrates mastery of the majority of learning outcomes associated with the course.
C	68 – 78%	Average	The student's work demonstrates mastery of approximately two-thirds of the learning outcomes associated with the course.
D	57 – 67%	Poor	The student's work demonstrates mastery of fewer than half of the learning outcomes associated with the course.
F	56% and Below	Failure	The student's work does not sufficiently demonstrate that he or she has adequately grasped any of the learning outcomes associated with the course.

Incomplete Grade: I will consider giving incompletes ONLY to students who have extenuating circumstances; however, I will not consider poor performance on assignments as a legitimate reason for giving an incomplete.

Drop or Withdrawal from the Course

If a student wishes to drop or withdraw from a course, it is the student's responsibility to meet the deadline within the current semester (https://registrar.uic.edu/current_students/calendars/). Please consult the University registration policy (https://registrar.uic.edu/registration/policies_procedures.html).

Tech Support

If you are having technical problems with the course, please click on the **"Technical Support"** link in the Blackboard course site to submit a request for assistance or call **1-(312) 996-5948**. A staff member will respond to inquiries Monday - Friday, 8 a.m. - 8 p.m. Central Time and Saturday - Sunday, 11 a.m. - 3 p.m. US Central Time.

COVID-19 Related

Campus Guidance

Campus guidance on fall instruction, classroom technology, and other information connected to the fall semester can be found: https://provost.uic.edu/guidance-for-fall-2021/ Campus guidance on vaccination requirements can be found: https://today.uic.edu/new-covid-19-testing-requirements-updated-fall-semester-guidance-for-faculty-and-staff Please follow these guidelines strictly if applicable.

Academic Integrity

UIC is committed to upholding academic integrity among all of its students, faculty, staff, and administration. The students and instructor of this course share this responsibility by not engaging in behaviors that constitute academic dishonesty and misconduct. Examples of such misconduct include cheating, taking an examination by proxy, plagiarizing, and submitting another person's work as your own. To detect instances of plagiarism and similar infractions, your work in the course may be scanned with plagiarism detection tools (such as SafeAssign). When evidence of plagiarism or other academic misconduct occurs, the instructor and University will take action in accordance with the Student Disciplinary Policy. Students who violate the policies governing academic dishonesty are subject to penalties such as receiving a failing grade for the course and dismissal from the University. You should review the policy and frequently asked questions from the following link:
http://www.uic.edu/depts/dos/docs/Student%20Disciplinary%20Policy.pdf

Student Code of Conduct

UIC's *Student Disciplinary Policy* outlines the University's process in handling allegations of misconduct by UIC students. It addresses both academic and behavioral misconduct. The main purpose of the conduct process is to insure that students receive due process, which means that every student should have a fair opportunity to express his or her side of the story before any decisions are made about the disciplinary case. The conduct process is designed to be educational in nature.
Student Disciplinary Policy: (http://www.uic.edu/depts/dos/studentconductprocess.shtml).

Religious Observances

As your instructor, I will make every effort to avoid scheduling examinations or requiring that assignments be turned in or completed on religious holidays. Students who wish to observe your religious holidays should notify me in writing **at least 5 days in advance** if you will need extension for assignments due to a religious holiday. I shall make every reasonable effort to honor the request.

ADA Policies

UIC strives to ensure the accessibility of programs, classes, and services to students with documented disabilities. Reasonable accommodations can be arranged for students with various types of disabilities, such as documented learning disabilities, vision or hearing impairments, and emotional or physical disabilities. If you need accommodations for this course, be sure to register with the Office of Disability Services [1190 SSB, 312-413-2183 (voice), 312-413-0123 (TTY)].

Counseling and Mental Health Services

The UIC Counseling Center provides diverse services to help students deal with stress, handle a crisis or trauma, cope with the transition to college, gain strength from gender and cultural identity, or manage serious mental illness and many other issues. Their counselors can help students increase resilience and positive well-being by developing effective coping and problem-solving skills.

The Counseling Center is supported by the Health Service Fee as assessed to all students enrolled at the university, and therefore enrolled students are eligible for Counseling Center mental health services without additional cost.

For more information, access the Counseling Center's website: (http://counseling.uic.edu/) or give them a call at (312) 996-3490.

Sexual Misconduct

UIC is committed to maintaining a campus environment free from sexual misconduct. Our community's standards for all interpersonal relationships and interactions are based upon values of mutual respect, dignity, responsibility, open communication, and clear consent. Sexual misconduct violates our shared values and is a barrier to fulfilling the university's mission and goals. It is critical that everyone feel safe and respected on our campus.

UIC developed the Student Sexual Misconduct Policy to address sexual misconduct including sexual assault, sexual harassment, stalking, dating violence, and domestic violence. The policy states that sexual misconduct "will not be tolerated at the University of Illinois at Chicago and is expressly prohibited." The policy applies to all UIC students and student participants in university-sponsored programs.

UIC has created Student Sexual Misconduct website, http://sexualmisconduct.uic.edu, in response to federal laws requiring universities to develop policies and provide education to the

campus community related to sexual misconduct. If you have been a victim of sexual misconduct or would like additional information, please contact the UIC Title IX Coordinator at http://oae.uic.edu/TitleIX/ in the Office for Access and Equity or call 312-996-8670.