Course Syllabus

IDS 7501-21Fall 0003: Issues and Research in Education

Department of Learning Sciences and Educational Research, College of Community Innovation and Education

3 Credit Hours

Table of Contents

Instructor Information

- Instructor: Michelle Taub
- Office Location: Health Sciences 2 (HS2)/Room 238A
- Office Hours (in person or virtual): Mondays (11am-2pm) and Thursdays (3-5pm)
    - I will be on campus for my office hours, but I will also have a Zoom meeting - feel free to join in person or virtually
    - If you wish to meet with me in person, please let me know because I have 2 offices!
    - If you cannot make those times, let me know and we can schedule another appointment
- Phone: (407) 823-5386
- Digital Contact: michelle.taub@ucf.edu

Course Information

- Term: Fall 2021
- Course Number & Section: IDS7501 - Section 0003
- Course Name: Issues and Research in Education
- Credit Hours: 3 Credit Hours
- Class Meeting Days: Tuesdays
- Class Meeting Time: 1:30-4:20pm
- Class Location: TA 204
- Course Modality: P

Enrollment Requirements

Course Prerequisites: Admission to the Ph.D. in Education degree program.

IDS 7501: *Issues & Research in Education* is intended for students admitted and enrolled in the Ph.D. in Education program.

Course Description

An examination of major issues impacting education and related practical and methodological issues in research.

Course Purpose

IDS 7501: *Issues & Research in Education* expands beyond the research foundation established doctoral students' Master-level research course(s). In addition, IDS 7501: *Issues & Research in Education* is intended to support the development of students' understanding of research methodology, promoting their ability to construct sound empirical investigations and become critical consumers of research.

Course Materials and Resources

Required Materials/Resources

- Creswell, J. W., & Guetterman, T. C. (2018). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (6th ed.). Pearson.
- American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7 h ed.). Author.
- Additional materials and quizzes will be posted on Webcourses@UCF. All students are required to access the online component of the course at least once a week, but recommended to check daily. Instructor notifications will be sent out via Webcourses@UCF message system. Please update your settings

if you have *not* done so to allow for notifications from the instructors and other students. Other required selections (journal articles) will be distributed in class.

Optional Materials/Resources

- Huck, S. W. (2016). *Reading Statistics and Research* (6th ed.). Pearson [any edition is acceptable]
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for general causal inferences* . Wadsworth Cengage Learning.

Third-Party Accessibility and Privacy Statements

Please take the time to familiarize yourself with Zoom (for virtual office hours) by visiting the UCF Zoom Guides Links to an external site. [https://cdl.ucf.edu/support/webcourses/zoom/]. You may choose to use Zoom on your mobile device (phone or tablet).

Things to Know About Zoom:

- You must sign in to my Zoom session using your UCF NID and password.
- Improper behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact Webcourses@UCF Support (Links to an external site.) [https://cdl.ucf.edu/support/webcourses/] if you have any technical issues accessing Zoom.

Course Goals

- **Students expand their familiarity with primary issues in education across disciplines**
- Students increase their knowledge of ethical and legal practices in conducting research in education across disciplines
- Students increase their understanding of research design in education across disciplines
- Students examine both strengths and limitations in various research designs
- Students increase their inquiry in educational research through an understanding of diverse research designs

Course Objectives

At the conclusion of IDS 7501: *Issues & Research in Education* , students should have learned and/or be able to demonstrate the following dispositions, knowledge, skills, and attitudes:

1. **Students will develop their understanding of significant issues in education across disciplines**
2. Students will expand their understanding inquiry in education across disciplines (e.g., epistemology of research paradigms)
3. Students will develop their skills to construct a sound, initial literature review
4. Students will develop the necessary skills to construct an empirical investigation that aligns with ethical and legal practices (Institutional Review Board, IRB; http://www.research.ucf.edu/Compliance/irb.html Links to an external site.)
5. Students will develop their understanding of diverse research designs in education across disciplines (e.g., quantitative, qualitative, mixed-methods)
   0.
      0. Quantitative Research Designs
         0. Non-experimental Research Designs
            0. Descriptive Research
            1. Causal-Comparative Research
            2. Correlational Research
         1. Experimental Research Designs
            0. True Experimental Research
            1. Quasi-Experimental Research
            2. Single-Subject Research
      1. Qualitative Research Designs
         0. Case Study Research
         1. Phenomenological Research
         2. Ethnographic Research
         3. Historical Research
6. Students will develop their understanding of diverse data collection methods in educational research across disciplines
7. **Students will develop their ability to be critical consumers of empirical research (critique diverse research designs)**
8. Students will develop their understanding of diverse data analysis procedures (e.g., quantitative & qualitative) that are appropriate to address their identified research question and design
9. Students will develop the necessary skills to construct a written initial research prospectus
   0.
      0. Students will identify an area necessitating investigation to advance research and practice
      1. Students will develop a sound, initial literature review, which introduces constructs of interest

2. Students will generate sound research questions to address their area of investigation
3. Students will operationally define constructs and/or variables to be investigated ("*Operational definitions clarify important terms in a study so that all readers understand the precise meaning the research intends* ." Gay, Mills, & Airasian, 2009, p. 72)
4. Students will identify an appropriate research design (e.g., quantitative—experimental, quasi-experimental, correlational, descriptive; qualitative—ethnography, phenomenological study, case study) to answer their research questions
5. Students will identify appropriate data collection procedures to address their research questions (e.g., random selection, purposive sampling; incentives, IRB)
6. Students will identify appropriate data analysis procedures to address their research questions
7. Students will identify potential limitations of their proposed study based on their research design, sampling, and data collection procedures

Primary Course Content

1. **Introduction to significance issues in education across disciplines**
2. **Introduction to inquiry in education across disciplines (e.g., epistemology of research paradigms)**
3. Introduction to the development of a sound literature review
4. Introduction to ethical and legal practices (Institutional Review Board, IRB; [http://www.research.ucf.edu/Compliance/irb.html Links to an external site.](http://www.research.ucf.edu/Compliance/irb.html)) in empirical research
5. Introduction to diverse research designs in education across disciplines (e.g., quantitative, qualitative, mixed-methods)
6. Introduction to diverse data collection methods in educational research across disciplines
7. Introduction to diverse data analysis procedures (e.g., quantitative & qualitative)
8. Introduction to becoming a critical consumer of empirical research (critique diverse research designs)
9. Introduction to the construct of sound empirical research reports (dissemination of research findings)

Course Activities

Students will be graded based on 6 different activities (some activities have multiple components to it). A brief description of each activity is described below.

1. Attendance and participation
2. Quizzes
3. CITI training
4. Forming research questions
5. Literature critique and reflection
6. Research proposal
     0. Initial draft
     1. Peer review of initial draft
     2. 3MT (Three Minute Thesis) in-class presentation
     3. Final draft

Attendance & Participation (10% of final grade)

Given the interactive nature of IDS 7501: Issues & Research in Education, student attendance is necessary for them to develop the knowledge, dispositions, and skills to be effective researchers and scholars. Therefore, each class meeting students attend, they may earn **two points** (*attended & participated*) or **one point** (*attended, but limited participation*) or **no points** (*did not attend class meeting without communicating with the instructor*). To earn the participation points, students should (a) have completed assigned reading(s) prior to class; (b) have completed all assigned work prior to class; and (c) actively participate in class discussions.

*Being present in class & doing other activities (e.g., being on other websites, playing on computer, texting) is not considered being actively involved.

Quizzes (10% of final grade)

The development of your knowledge of significant issues in education and research methodology is paramount to your continued professional development as scholar-researchers. A quiz consisting of ten to twelve (10-12) multiple choice and/or True/False questions per chapter will be given. The quizzes will be open book and cover material from assigned readings. Taking these quizzes is important to ensure your understanding of the content in the chapters, however there are unlimited attempts so I recommend you retake them until you get 100%. The quizzes will be available before class and students will be able **to drop their lowest quiz grade** .

CITI Training (5% of final grade)

To ensure the protection of human participants and meet federal regulation guidelines, all research investigators at UCF must complete, and show verification that they have received appropriate training in human subjects research. Specifically, all Ph.D. in Education students need to complete two training courses: (a) Social and Behavioral Responsible Conduct of Research and (b) Group 2: Social / Behavioral Research

Investigators and Key Personnel. In addition, doctoral students may complete other CITI Training modules aligned to their discipline area (but it is not required for this course). UCF IRB has access to CITI completion records for those affiliated with UCF. CITI is a free, online training course completed as your time allows. Links to the CITI may be found at:

http://www.citiprogram.org/ or https://graduate.ucf.edu/pathways-to-success/ . (scroll down to the CITI section)

CITI Instructions & Access

https://www.research.ucf.edu/documents/PDF/2020/Guidance-IRB_G4-CITI_Training_4-15-2020.pdf

All students enrolled in IDS 7501: *Issues & Research in Education* will need to complete the CITI training. **If you have already completed this training, you do not need to take it again. You can submit the completion certificates you already have (as long as they are not expired).**

Forming Research Questions (10% of final grade)

One of the main objectives of this course is to familiarize students with methodologies that can be used in education research. Determining the most appropriate methodology(ies) will largely depend on the research questions being proposed. The goal of this exercise is for students to begin outlining their research questions so they are prepared to propose a research plan for the final assignment in this course (and potentially for future projects, such as their dissertation). This assignment requires:

- Listing **at least 3** research questions of interest
- Indicating if addressing these questions requires a qualitative, quantitative, or mixed methodological approach
- Justification for the selection of type of research approach

Since this assignment will be due before we discuss all methodologies, students are not required to outline the specific type of research design (they are welcome to if they want). The goal of the assignment is to get students to think about research questions and topics of interest, and what types of data will be required to address these questions. Students are encouraged to use the same research questions for their research proposal, if desired.

The forming research questions paper (or table) should be **1-2 pages.** It is acceptable to submit a table with 3 columns: (a) listing each question, (b) associated type of methodology (qualitative, quantitative, or mixed), and (c) 2-3 sentences for a justification for each research question. A title page is not required, but any appropriate references (and references list) should be included. A rubric will be available in Webcourses.

Literature Critique and Reflection (25% of final grade)

"A thorough, sophisticated literature review is the foundation and inspiration for substantial, useful research" (Boote & Beile, 2005, p. 3). In addition, strong scholar-researchers possess effective scholarly writing skills and attributes, supporting their success in tenure-track academic positions (Lambie, Sias, Davis, Lawson, & Akos, 2008). Doing a literature review involves more than describing each study; it involves synthesizing the research, identifying common themes and topics, and critiquing the research. Therefore, the goals for this assignment are to:

- Conduct a small literature review (~10 peer-reviewed articles)
- Synthesize the findings by evaluating the strengths and weaknesses of the literature (i.e., fill out the table provided on the assignment sheet)
- Respond to reflection-based prompts (also provided on the assignment sheet) to include a written synthesis of the literature

The Literature critique and reflection paper should be **2-3 pages** (including the evaluation table, but **not** *including title page and references*).

Some other guidelines:

- **Keep paper titles and headings within the paper as short as possible (APA, 2010, p. 229)**
- Double-space all material, including references and quotations (1 inch margins)
- Use APA, 7th ed. format
- Rubric will be made available in Webcourses

Research Proposal (40% of final grade)

The research proposal is a large part of your grade, but it includes 4 different components: the initial and final draft, peer review of the initial draft, and the three-minute thesis (3MT) presentation, Each component is described below.

1. Written proposal (initial and final drafts)

Developing a sound research proposal is significant in conducting quality research. A research proposal provides a rationale and road-map to the research investigation (Clark, 2007). The requirements for a research proposal vary among universities and programs; however, most research prospectus include three major components: **(a)** introduction to the study, **(b)** review of the literature, and **(c)** research methods to be employed (e.g., research design, data collection procedures, data analysis processes).

It is important to note, when writing a research proposal, a student should use the **future tense** in referring to his or her study (the proposal is what you **"***plan on doing***"**).

For your IDS 7501 Research Proposal, you will construct a brief working proposal for an empirical investigation you may like to conduct in the near future. Specifically, you will develop a paper that:

1. **Provides a rationale for the proposed investigation (** *Introduction to the Study* **)**
2. Reviews the primary constructs to be investigated and the related research (*Review of the Literature*) [this can include literature from the literature critique]
3. Presents the research questions &/or hypotheses to be investigated [this can include research questions proposed in research questions activity]
4. Introduces the research methodology: (*Research Design & Methodology*)
    0. Research design
    1. Sampling
    2. Data collection procedures and instruments
    3. Data analysis procedures
5. Discusses the potential contributions and limitations of the study.

The IDS 7501 Written Research Proposal should be **10 pages** (*not including title page, references, and appendices*); however, the paper should be no longer than **13 pages** (*will stop reviewing paper after 13 pages*). You will submit an initial draft for peer review (see below) and a final draft to be graded by the instructor.

Some other guidelines:

- **Keep paper titles and headings within the paper as short as possible.**
- Double-space all material, including references and quotations (1 inch margins)
- Consult APA (2019) *Publication Manual* (7th edition) often & frequently.
- Rubric will be made available in Webcourses

2. Peer Review of Research Proposal

Learning how to critically review and evaluate written research is an integral part of your responsibilities as a PhD student and professor. For this activity, you will review your assigned peer's research prospectus using the designated rubric, and you will provide at least 1-2 double-spaced pages of feedback to them.

3. Three Minute Thesis (3MT) Presentation

The dissertation proposal defense is a professional presentation and dialogue wherein the doctoral candidate and his or her dissertation committee members discuss the merit of the doctoral dissertation research proposal. A primary goal of the dissertation proposal defense is to assist the doctoral candidate in developing a **"strong"** research study and dissertation. The structure of the dissertation proposal "defense will depend on the norms of your institution and the preferences of your committee" (Joyner et al., 2013, p. 151). Most dissertation "proposal conferences will last about one hour; some require additional time if major problems occur or if difference arise among the committee members (Joyner et al., 2013, p. 151). To begin the dissertation proposal process, the doctoral candidate takes about 8-10 minutes to present his or her proposed investigation (often accomplished with a PowerPoint presentation). Upon completion of

the doctoral candidate's presentation, the dissertation chairperson and committee members will begin discussing their perspectives about the study with the doctoral candidate (typically, [a] areas of strength of the study, [b] areas of limitation of the study, [c] areas necessitate additional elaboration, and [d] areas requiring strengthening).

For your IDS 7501 Presentation & Discussion of the Research Prospectus, you will demonstrate your ability to present your research in three minutes in class. You may include 1 static PowerPoint slide (not required) if desired.

The 3MT presentation guidelines (adapted from https://graduate.ucf.edu/3mt/ :

1. A single static PowerPoint slide is permitted. No slide transitions, animations or 'movement' of any description are allowed. If material for public use is included on a slide, the reference(s) must be clearly cited on the slide. The slide is to be presented from the beginning of the oration.
2. No additional electronic media (e.g., sound and video files) are permitted.
3. No additional props (e.g., costumes, musical instruments, laboratory equipment) are permitted.
4. Presentations are limited to three minutes maximum and presentations exceeding three minutes will be cut off.
5. Presentations are to be spoken word (e.g., no poems, raps or songs).
6. Presentations are considered to have commenced when a presenter starts their presentation through either movement or speech.

Judging Criteria

- Communication style: Was the thesis topic and its significance communicated in language appropriate to an intelligent but non-specialist audience?
- Comprehension: Did the presentation help the audience understand the research?
- Engagement: Did the presentation make the audience want to know more?

Activity Submissions

All submitted assignments are to be submitted via Webcourses under the Assignments tab. Each assignment will be listed including instructions for that assignment. **Do not email any assignments to the instructors. They will not be graded, resulting in a 0 for that assignment.**

IF YOU HAVE ANY PROBLEMS WITH ASSIGNMENTS &/OR DUE DATES, PLEASE CONTACT THE INSTRUCTOR PRIOR TO THE DUE DATE SO POSSIBLE ACCOMMODATIONS MAY BE MADE IF NECESSARY.

Incomplete Policy

Students who are unable to complete course requirements within the time limitations of the semester are responsible for initiating and working-out an arrangement with the instructor prior to the end of the term in order to receive an "incomplete." An agreed upon plan for completion must be submitted in writing identifying a date when work will be completed (e.g., January 15, 2022). Please refer to the Graduate Studies Online Catalog for additional details (http://www.graduate.ucf.edu/) &/or (http://www.students.graduate.ucf.edu/policy/details.aspx?id=272)

Professionalism:

Due to the experiential, interpersonal, and intrapersonal nature of IDS 7501: *Issues & Research in Education* , professionalism is critical. Within course discussions, students will need to display the ability to accept constructive feedback and collaborate with their peers. It is the instructor's responsibility to ensure that doctoral students in education possess the abilities to handle these professional responsibilities. Please see the instructor if you have any concerns.

Make-up Exams and Assignments

Per university policy, you are allowed to submit make-up work (or an equivalent, alternate assignment) for authorized university-sponsored activities, religious observances, or legal obligations (such as jury duty). If this participation conflicts with your course assignments, I will offer a reasonable opportunity for you to complete missed assignments and/or exams. The make-up assignment and grading scale will be equivalent to the missed assignment and its grading scale. In the case of an authorized university activity, it is your responsibility to show me a signed copy of the Program Verification Form for which you will be absent, prior to the class in which the absence occurs. In any of these cases, please contact me ahead of time to notify me of upcoming needs.

Assessment and Grading Procedures

The table shows the weight distribution for each assignment.

Assignment	Percentage of Grade
Participation & Attendance	10%
Quizzes	10%
CITI Training	5%
Literature Critique and Reflection	25%

Forming Research Questions	10%
Research Proposal	40%
Total	100%

Letter Grade	Points
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

Course Schedule

Here is a link to the [course schedule.](#)

University Services and Resources

Academic Services and Resources

A list of available academic support and learning services is available at [UCF Student ServicesLinks to an external site.](#). Click on "Academic Support and Learning Services" on the right-hand side to filter.

Non-Academic Services and Resources

A list of non-academic support and services is also available at [UCF Student ServicesLinks to an external site.](). Click on "Support" on the right-hand side to filter. If you are a UCF Online student, please consult the [UCF Online Student GuidelinesLinks to an external site.]() for more information about your access to non-academic services.