DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION
UNIVERSITY OF NORTH TEXAS
COURSE SYLLABUS, SUMMER 2016

EDCI 6350.001: RESEARCH AND PRACTICE OF TEACHING

Course Information

- 3 credit hours
- Fully online

Professor Contact Information

- Jamaal Young Ph.D.
- Office: Mathew 218G
- Office Phone: (940) 565-4632
- Email: Via Blackboard Messages only
- Office Hours: Online Monday 9:00-12:00PM, face to face by appointment

About the Professor

Description

My name is Dr. Jamaal Young and I have been at UNT for several years. I am a graduate of Texas A&M University, where I earned my Doctorate with an emphasis in Mathematics Education. My wife is also a professor here at UNT. Having previously taught face-to-face, blended, hybrid, and online courses, I know that each arrangement accommodates different types of learners, to this end I strive to provide each student with the level of interaction he or she feels is necessary within each instructional format.

Scholarly Biography

Jamaal Young, PhD, focuses his attention on culturally responsive mathematics teaching, particularly related to the educational needs of African American children, multicultural STEM project based learning, preparation of pre---service mathematics teachers to work with diverse learners, and literature synthesis and meta---analysis methodology. He earned his doctorate from Texas A&M University is in Curriculum and Instruction with an emphasis in mathematics education.

Beliefs about Teaching and Learning

As a former public school teacher, I can attest to the need for differentiated instruction to meet the needs of diverse learners. The department of Teacher Education & Administration at UNT is committed to excellence in teaching and learning using constructivist---learning theory as the primary modality. Keeping this theory in mind, this course has modeled after constructivist tenents, allowing for openness, in part, to choose/influence 1) the depth of your learning for various topics, as well as 2) utilizing a variety of learning activities to reach each learning style.

Weblink

https://www.coe.unt.edu/facultystaff-department/jamaal-young

Course Pre-requisites, Co-requisites, and/or Other Restrictions

- Prerequisite(s): EDCI 6110, EDCI 6220, EDCI 6230, and EDCI 6340, or consent of instructor.

Materials – Text, Readings, Supplementary Readings

Required Textbook

Creswell, J. W. (2015). *Educational Research: Planning, conducting, and evaluating quantitative and qualitative research, (5th Ed)*. Boston, MA: Pearson.

Course Description

This course focuses on research in teaching; the selection, implementation, and evaluation of strategies and models; and conceptual models of improving research and design.

Goals / Rationale of the course:

- *This course is designed to prepare the novice educational researcher to speak competently on the research and practice of teaching and learning.*
- *This course is organized by course content objectives and research objectives.*

Content Objectives

At the conclusion of this course the learner will be able to:

1. Define key constructs and provide illustrative examples of teaching and learning across multiple contexts.
2. Summarize the historical context for subject specific domains of teaching and learning.
3. Summarizes major models or theories related to teaching and learning.
4. Synthesizes the research literature and highlight key findings or conclusions related to the specific teaching and learning interest of the learner.
5. Provide relevance of research in teaching and learning for educational practice.
6. Identify future directions for research in teaching and learning.

Research Objectives

At the conclusion of this course the learner will be able to:

1. Identify the steps in conducting research using quantitative and qualitative research designs.
2. Recognize the key elements of a research problem.
3. Differentiate between qualitative and quantitative reviews of the literature.
4. Specify the benefits of a purpose, research question, and hypothesis.
5. Identify the common processes associated with quantitative data collection.
6. Describe the general process of analyzing and interpreting quantitative research.
7. Identify the common processes associated with qualitative data collection.
8. Describe the general process of analyzing and interpreting qualitative research.
9. Describe the key processes related to the reporting and evaluating research.
10. Compare and contrast the purposes and essential elements of: (a) Experimental, (b) correlational, (c) survey, (d) grounded theory, (e) ethnographic, (f) narrative, (g) mixed methods, and (h) action research designs.

TECHNICAL REQUIREMENTS / ASSISTANCE

The following information has been provided to assist you in preparation for the technological aspect of the course.

UIT Help Desk: http://www.unt.edu/helpdesk/index.htm

Hardware and software necessary to use Bb Learn: http://www.unt.edu/helpdesk/bblearn/

Browser requirements: http://kb.blackboard.com/pages/viewpage.action?pageId=84639794

Computer and Internet Literacy: http://clt.odu.edu/oso/index.php?src=pe_comp_lit

Necessary plug-ins: http://goo.gl/1lsVF Internet Access with compatible web browser Headset/Microphone (if required for synchronous chats) Word Processor

[Other related hardware or software necessary for the course]

Minimum Technical Skills Needed:

Examples include:
Using the learning management system
Using email with attachments
Creating and submitting files in commonly used word processing program formats
Copying and pasting
Downloading and installing software
Using spreadsheet programs

ACCESS & NAVIGATION

Access and Log in Information

This course was developed and will be facilitated utilizing the University of North Texas' Learning Management System, Blackboard Learn. To get started with the course, please go to: https://learn.unt.edu

You will need your EUID and password to log in to the course. If you do not know your EUID or have forgotten your password, please go to: http://ams.unt.edu.

Student Resources

As a student, you will have access to:

- Student Orientation via Blackboard Learn. It is recommended that you become familiar with the tools and tutorials within the Orientation to better equip you in navigating the course.
- Blackboard's On Demand Learning Center for Students . It is recommended that you become familiar with the tools and tutorials to better equip you to navigate the course.
- From within Blackboard, you will have access to the "*UNT Helpdesk* " tab which provides student resources and Help Desk Information.

Being a Successful Online Student

---What Makes a Successful Online Student?
---Self Evaluation for Potential Online Students

How the Course is Organized

This course is organized into weekly modules that address either content or research learning objectives.

What Should Students Do First?

Upon entering the course the learner should review the Welcome Folder located in the Course Content Section of the course. This explains my rationale for course design and guides the learner through course navigation.

How Students Should Proceed Each Week for Class Activities

Learners should proceed week by week through each of the modules. Each follows a structure place on an activity hierarchy. Thus, activities are place in order from top to bottom within each module. Thus it is imperative that the learner completes the activities and assignments in order.

Student Technical Support

The University of North Texas provides student technical support in the use of Blackboard and supported resources. The student help desk may be reached at:
Email: helpdesk@unt.edu
Phone: 940.565-2324
In Person: Sage Hall, Room 130

Regular hours are maintained to provide support to students. Please refer to the website (http://www.unt.edu/helpdesk/hours.htm) for updated hours.

Student Support Services

Also known on at the University of North Texas campus as SSS. All activities and services provided by SSS are intended to help students progress through their degree to an *on---time graduation*. Please refer to the website (https://trio.unt.edu/sss) for detailed list of services.

COURSE REQUIREMENTS

1. The student will access and follow all course instructions found in the weekly/unit content area of the Blackboard course.

2. The student will listen to all online lectures provided in the weekly modules.

3. The student will complete the assigned assignments and activities by accessing the materials from each of the weekly modules in the Blackboard course.

4. The student will complete and submit assignments electronically using the Blackboard assignment drop box tool/tab located in each module.

5. The student will complete an on-going semester writing project in accordance with the instructions given in this syllabus and the online course.

COMMUNICATIONS

Interaction with Instructor Statement*: In short, the best way to reach me (and ensure I receive a message) is via Blackboard messages. Other methods of contacting me would be via office hours, office phone, or cellphone (please leave a message). All communication should be professional in nature and maintain a general scholarly sensibility.*

GRADING

Course Grade Weight by Assignment	
Modules (10ptsx17)	170
Labs (40ptx4)	160
Plagiarism Certificate	60
CITI Certification	100
Article Review	60
IRB Submission	250
Final Exam	200
TOTAL Possible Points	1000pts

Assignment Submission Instructions

Assignment submissions should match the file format of the individual assignment. Many of the assignments for this course are presented in Adobe pdf format, and should be submitted for grading in the same format. Students do reserve the right to submit alternate file formats and should expect a score of zero for the use of alternate file formats. For clarification ALL pdf worksheet assignments should be submitted in the worksheet provided. The final Manuscript however should be submitted in Microsoft Word. Other formats besides Microsoft Word will not be accepted for the manuscript submission.

Participation

All course interactions should be conducted in a professional manner. For more information on electronic etiquette please review the links below.

- ***http://www.ic.sunysb.edu/Class/che326ff/discussion_board/etiquette.pdf***
- ***http://online.uwc.edu/technology/onlEtiquette.asp***

ACADEMIC CALENDAR/COURSE DESIGN

Part	Lecture	LA	Lab	Major Assignment	DUE DATE	
1	Conducting Qual/Quant Research	Ch1 Quiz	Apply LA for Modules 1-4	Plagiarism Certification	Module 1	By 06/19 (Sunday, 11:59PM)
	Identifying the Research Problem	Ch2 Quiz			Module 2	
	Reviewing the Literature	Ch3 Quiz			Module 3	
	Purpose, Research Questions, Hypotheses	Ch4 Quiz			Module 4	
2	Collecting Quantitative Data	Ch5 Quiz	Apply LA for Modules 5-9	CITI Certification	Module 5	By 07/03 (Sunday, 11:59PM)
	Analyzing/Interpreting Quantitative Data	Ch6 Quiz			Module 6	
	Collecting Qualitative Data	Ch7 Quiz			Module 7	
	Analyzing/Interpreting Qualitative Data	Ch8 Quiz			Module 8	
	Report/Evaluate Research	Ch9 Quiz			Module 9	
3	Experimental Designs	Ch10 Quiz	Apply LA for Modules 10-13	Article Review	Module 10	By 07/17 (Sunday, 11:59PM)
	Correlational Designs	Ch11 Quiz			Module 11	
	Survey Designs	Ch12 Quiz			Module 12	
	Grounded Theory Designs	Ch13 Quiz			Module 13	
4	Ethnographic Designs	Ch14 Quiz	Apply LA for Modules 14-17	IRB Submission	Module 14	By 07/31 (Sunday, 11:59PM)
	Narrative Research Designs	Ch15 Quiz			Module 15	
	Mixed Methods Designs	Ch16 Quiz			Module 16	
	Action Research Designs	Ch17 Quiz			Module 17	
5	FINAL EXAM					By 08/07 (Sunday, 11:59PM)

COURSE EVALUATION

Students are encouraged to participate in the standard course evaluation system (SPOT). However an anonymous suggestion discussion forum is available to place comments or concerns about the course during the semester.

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 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.

RESOURCES

Links to Academic Support Services, such as Office of Disability Accommodation, Counseling and Testing Services, UNT Libraries, Online Tutoring, UNT Writing Lab and Math Tutor Lab can be located within Blackboard Learn on the "Academic Support" tab.

UNT Portal: http://my.unt.edu

UNT Blackboard Learn Student Resources: Technical Support: http://www.unt.edu/helpdesk/

UNT Library Information for Off---Campus Users:
http://www.library.unt.edu/services/facilities-and-systems/campus-access

UNT Computing and Information Technology Center:
http://citc.unt.edu/services-solutions/students

UNT Academic Resources for Students: http://www.unt.edu/academics.htm

Computer Labs: *[provide information if departmental labs are available for use to students*].
General access computer lab information (including locations and hours of operation) can be located at:
http://www.gacl.unt.edu/

COURSE POLICIES

Assignment Policy

All assignment information can be found in the subsequent Module for the assignment. All assignments are due by Sunday at 11:59 the week before the "Work Week". For example Week 1 assignments are due by the Sunday before the Monday of Week 2.

Instructor Responsibilities and Feedback

Expectations of Dr. Young:

Students can expect:

1. *Professional communication within and beyond the context of this course*
2. *Timely responses to email messages submitted in Blackboard more than likely will not to exceed a 48-hour response time.*
3. *Explicit directions and expectations concerning the content and quality of assigned activities and assessments.*
4. *Impartial grading that is aligned to the learning objectives and content standards for this course.*
5. *Clear and appropriate feedback that is constructive and aligned to the expectations outlined in the assigned to the expectations outlined in the assigned handout or rubric.*
6. *Physical as well as digital office hours to accommodate the logistical needs of all students.*
7. *Adherence to documented standards and requirements for student accommodations.*
8. *Weekly reminders at the end of each week (Saturday or Sunday) to monitor and foster student awareness of due dates, major assignments, and other pertinent to successful completion of the coursed assignments.*
9. *"Instructors reserve the right to change/amend assignments/due dates at their discretion." This is a very common statement used in many syllabi. Though ambiguous in nature, what this means is that, if something needs to be changed, changes can occur outside the parameter of this syllabus. The most common example might be the need to change a due date, due to extreme weather conditions (i.e. power outages, snow storms, etc).*

Late Work

Late work for this course is not accepted. Please be mindful of the due dates and mark them on your calendar.

Class Participation

Students are required to login regularly to the online class site. The instructor will use the tracking feature in Blackboard to monitor student activity. Students are also required to participate in all class activities such as discussion board, chat or conference sessions and group projects.

Virtual Classroom Citizenship

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.

Incompletes

Incompletes will only be given according to the department and University policies.

Policy on Server Unavailability or Other Technical Difficulties
Given the online nature of this course it highly plausible that technical difficulties will arise, however you are responsible for acquiring adequate technology to complete the assignments for this course. Thus, only black board or university technical difficulties will be excused.

Copyright Notice
Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies. *[Additional sample statements can be located at: http://copyright.unt.edu/content/sample-copyright-notices]* Additional copyright information may be located at: http://copyright.unt.edu/content/unt-copyright-policies.

Graduate Online Course Attendance Policy
Students are not require to meet face to face at any time during this course, however if needed face to face meeting are strongly encouraged.

Information about the University of Texas' Attendance Policy may be found at: http://policy.unt.edu/policy/15-2-5

Administrative Withdrawal
Administrative withdrawals will be conducted according to the University and department policies.

Syllabus Change Policy
The instructor reserves the right to alternate t syllabus at anytime and for any reason.

Policy on Server Unavailability or Other Technical Difficulties
The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and also contact the UNT Student Help Desk: helpdesk@unt.edu *or 940.565.2324. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.*

Teacher Education & Administration
Departmental Policy Statements

Disabilities Accommodation: "The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. 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 believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940---565---4323 during the first week of class."

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Academic Integrity: Students are encouraged to become familiar with UNT's policy on Student Standards of Academic Integrity: http://policy.unt.edu/sites/default/files/untpolicy/pdf/7---Student_Affairs---Academic_Integrity.pdf. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

Acceptable Student Behavior: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at https://deanofstudents.unt.edu/conduct.

Attendance: See the instructor's attendance policy.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student's responsibility to read their Eagle Connect Email regularly.

Cell Phones and Laptop: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

SETE: The Student Evaluation of Teaching Effectiveness (SETE) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

TK20: Some undergraduate and graduate education courses require assignments that must be uploaded and assessed in the UNT TK20 Assessment System. This requires a one---time purchase of TK20, and student subscriptions are effective for seven years from the date of purchase. Please go to the following link for directions on how to purchase TK20: http://www.coe.unt.edu/tk20---campus---tools. Announcements regarding TK20 will also be posted on this website.

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice and teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement throughout the elementary and middle school curriculum.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K---12 curriculum.

TExES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to *two exams* per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: http://www.coe.unt.edu/texes---advising---office/texes---exams. If you need special testing accommodations, please contact the TAO at 940---369---8601or e---mail the TAO at coe---tao@unt.edu. The TAO website is www.coe.unt.edu/texes. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texes.ets.org.

"Ready to Test" Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early---field---experience semester (i.e. the long semester or summer session immediately prior to student teaching).

Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: https://success.unt.edu. The site contains multiple student resource links and short videos with student messages.

The Educator as Agent of Engaged Learning:

Improving the quality of education in Texas schools and elsewhere is the goal of programs for the education of educators at the University of North Texas. To achieve this goal, programs leading to teacher certification and advanced programs for educators at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Teacher Proficiencies for learner centered education, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on---going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life---long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK---16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK---16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

Ethical Behavior and Code of Ethics: The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

Submitting Work: All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

Grading and Grade Reporting: Grading rubrics for all assignments can be found on the course Blackboard Learn website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

Writing Policy: Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Auditorium Building, 105) offers one---on---one consultation to assist students with their writing assignments. To use this resource, call (940) 565---2563 or visit https://ltc.unt.edu/labs/unt---writing---lab---home.