Faculty Information Literacy Stipend
Final Report

Name: Magdalena Pando
Course: EDU 6304 Interpreting Educational Research
Semester: Fall 2023

Introduction *(This section to include why you decided to create the assignment, and how the information literacy learning goals support the course.)*

For my course, key objectives included the following:
1. Discuss the role of educational research and how it is disseminated,
2. Compare and contrast methodological and statistical foundations of educational research,
3. Formulate interpretations of educational research in elementary and secondary education.
4. Explore the process and significance of evaluating research.
5. Apply evidence-based instructional practices in elementary and secondary education settings.

So that students would meet course objectives 1-5, I created a literature review assignment as the courses end of semester artifact. The assessment criteria were designed to meet the course objectives and also the Information Literacy Framework Student Learning Objectives (ILFSLO) (See Appendix, Table 1 and Literature Review Rubric).

In aligning my course objectives three key ILFSLO objectives applied the most to my course. Students were required to:

- Evaluate information with an understanding of context (specifically an educational context.
- Apply critical thinking, perseverance, and knowledge of information systems to search
- Understand that knowledge is developed through sustained discourse and competing perspectives.

While the course was aligned to other ILFSLOs, the ones specified above were key in meeting the course objectives and to support students in evaluating research originated by different research paradigms. The literature review assignment was intended to equip students with the skills and knowledge to review the results of their literature review and also synthesize the characteristics of the findings from each study. Table 1 shows the alignment of the aforementioned ILFSLOs to criteria 4 & 5 in the literature review rubric and the performance descriptors for each criterion (See Table 1 and Literature Review Rubric in Appendix).

Description of the information literacy assignment or activities

The systematic literature review assignment (criterion 3 in Literature Review Rubric) required students to develop a research question in their topic of interest in education. Developing a research question gave students the opportunity to evaluate information with an understanding of context (ILFSLO), specifically an educational context. Students approached the research with an open-minded inquiry mindset where they summarized empirical articles at the start of the semester. Librarian Naomi Schemm visited my course on Sept. 7 and Sept 28 where she and I introduced different research designs and shared examples of experimental and non-experimental research as one way to get students to understand the discourse and varied perspectives of research (ILFSLO).
Assessment criteria 2 & 3 were aligned to IFSLO objectives where students in addition to evaluating information in an educational context, also had to understand how and why information is produced and

that information has value to be used ethically. To accomplish this, students had to identify search and selection criteria aligned to their research question and topic of research in education. In doing so, students compiled a 15-17 empirical, peer-reviewed journal articles in an annotated bibliography. Students applied their critical thinking skills to analyze and interpret each article (IFSLO) (See student sample annotation in appendix).

Assessment criteria 4 & 5 provided further opportunities for students to evaluate educational research according to their topic of interest, apply critical and analytical skills, and understand different research paradigms (IFLSO, competing perspectives). Students did this to identify characteristics between findings and research designs in their journal articles and to reflect on knowledge gained through their literature review search to apply newfound knowledge into their practices as K-12 teachers.

Finally, assessment criteria 6, using APA 7th ed. Standards, helped students recognize that information gained through peer-reviewed journal articles, is managed ethically (IFSLO) and has value as it is research being conducted with/for the benefit of human subjects.

Students composed all of their gained knowledge via this literature review assignment, where the final product was a written systematic literature review written composition following assessment criteria 1-6 (See Appendix A, Literature Review Rubric, and Literature Review Assignment Instructions).

Method of assessment (Did the students do well? Demonstrated learning? Grades? What metrics did you use? Were students satisfied with their learning? What artifacts did the students produce?)

I used course assessments to evaluate student progress. These included 5 journal article interpretation assignments, 1 annotated bibliography assignment, a midterm examination, and a systematic literature review as the final course artifact. Group means (%) are provided below per assignment type and overall for the course.

Journal Article Interpretations	95.61%
Annotated Bibliography	90.61%
Midterm Exam	89.77%
Literature Review Artifact	85.98%
Overall Class performance	90.49%

Overall the students did well with an "A-" as the mean letter grade as a course and a "B" on the literature review artifact. The journal interpretation assignments consisted of analyzing features about quantitative, qualitative, and mixed methods research. These assignments helped students compare perspectives in how research is conducted via different paradigms. The journal article interpretations also exposed students to the research guided by specific research questions dependent on type of research. Students were mostly anxious (I observed this during class) due to the challenging nature of understanding and interpreting research. Based on student evaluations, students found the course challenging and difficult. This is expected, as interpreting and understanding research can be an abstract process for the teacher practitioner. One student commented in my evaluations of the course, "*the course is very hard, confusing and a lot of work.*" One student suggested, "*shorten the annotated bibliography. If I can cite 3-5 peer-reviewed journal articles effectively, it is a waste of time to cite and describe 15.*" Students were clearly challenged by the course and comments are a clear indicator that some students misunderstood the point of annotating sources in an annotated bibliography, despite instructions clearly articulating that annotations must include 1 paragraph summarizing each article source and a second paragraph explaining

the relevancy of the article to the students research topic and question (See Appendix for Annotated Bibliography assignment instructions). This assignment was intended to scaffold the final product which was the literature review. Only 5/22 students completed their course evaluations, but clearly those who completed them were challenged by the course. I would consider shortening the annotated bibliography to maybe 10-12 sources and focus more time annotating sources in class as a group for hands-on practice.

On the contrary the students felt they learned some valuable information related to teacher practice through their assignments. One student commented, "*This course has been difficult for me because I did not fully understand everything….I must say I have learned some valuable information while locating sources about my research topic. I enjoyed your class.*" The course dedicated a couple of weeks to statistical analysis and it was evidence (from my observations) that quantitative statistical analysis heightens students anxiety. I believe that to interpret educational research, revisions to the course may include limiting the quantity of analyses covered and maybe just stick to intervention design and analyses related to these designs only and focusing only a small portion of the main analyses in qualitative research, so as to not overwhelm students with too much content.

Results and impact on student learning (This can include student self-evaluations or feedback, pre- and post-test results, rubric results, and/or impact on other student assignments.) See previous section above.

Summary and next steps (This can include your reflections on working with the students on information literacy goals, how you might improve on the assignment or activities, and/or how you might address information literacy goals using other methods or in other courses, would you do this assignment sequence again and why or why not.)

Students in this course are working professionals (teachers) with very time-demanding schedules. For these reasons and due to the challenging content of the course, I need to find a way to refine the literature review assignment. Students appreciated the journal article interpretation assignments and expressed these provided them with opportunities to discuss interpretations with their peers. Where students struggled most was in ILFSLOs "students apply critical thinking, perseverance, & knowledge of information systems to search" and "students evaluate information with an understanding of context." Students struggled in their review of the results (Criteria 3 & 4 in rubric) of their literature review assignment. Based on my observations in class, students found it very difficult to synthesize the findings from their review. I reserved workshop times during class where students were able to work in groups and I offered support in small-groups. I believe that more practice throughout the semester (and less amount of content on statistical analysis) would help students apply these skills better. I would also eliminate the midterm exam. The exam is a mid-term summative assessment that tests knowledge gained up until mid-semester but does not offer much application opportunities. What students need more of in the course is application from start to finish. This would definitely be an adjustment I will consider for this course.

Appendix (This includes the assignment sheet, rubric if used, and example(s) of student work.)
Table 1. *Literature Review Assignment Alignment to EDU 6304 & Information Literacy Framework SLOs*
Literature Review Assignment Instructions
Literature Review Rubric
Literature Review Results
Annotated Bibliography Assignment Instructions
Student Sample Annotation
Syllabus

Table 1. Literature Review Assignment Alignment to EDU 6304 & Information Literacy Framework SLOs

Literature Review Assessment Criteria	EDU 6304 SLO	Information Literacy Framework SLO	Librarian's Role
1. Research Question	1 3 4	Students evaluate information with an understanding of context Students approach research with open-minded inquiry Students understand that knowledge is developed through sustained discourse and competing perspectives	Naomi will guest lecture in my course during Sept. 7, 2023, and Sept. 28, 2023, class meetings. She will cover searching through library resources and interpretation of sections in empirical articles (e.g., research questions, purpose of the study, etc.).
2. Search/Selection	2 3 4	Students evaluate information with an understanding of context Students understand how & why information is produced Students recognize that information has value and use information ethically Students apply critical thinking, perseverance, and knowledge of information systems to search	Naomi will guest lecture in my course during Sept. 7, 2023, and Sept. 28, 2023, class meetings. She will cover searching through library resources and interpretation of sections in empirical articles (e.g., research questions, purpose of the study, inclusion and exclusion criteria, etc.).
3. Review of Results	2 3 4	Students evaluate information with an understanding of context Students understand how & why information is produced Students recognize that information has value and use information ethically Students apply critical thinking, perseverance, and knowledge of information systems to search	Naomi will guest lecture in my course during Sept. 7, 2023, and Sept. 28, 2023, class meetings. She will cover searching through library resources and interpretation of sections in empirical articles (e.g., research questions, purpose of the study, inclusion and exclusion criteria, etc.).
4. Characteristics of Studies	2 3 4	Students understand that knowledge is developed through sustained discourse and competing perspectives	Naomi will guest lecture in my course during Sept. 7, 2023, and Sept. 28, 2023, class meetings. She will cover topics such as, context of study, participant characteristics, outcome characteristics, etc. and finding these sections in empirical articles.

5.	Reflection, Knowledge and Application	3 4 5	Students evaluate information with an understanding of context Students apply critical thinking, perseverance, and knowledge of information systems to search Students understand that knowledge is developed through sustained discourse and competing perspectives	Naomi will offer ongoing support to faculty and students through her online appointment booking system to address student or faculty specific needs.
6.	APA 7th ed. Guidelines	1	Students recognize that information has value and use and manage information ethically.	Naomi's Sept. 7, 2023, guest lecture will provide an overview of APA 7th ed. Standards. She will also offer ongoing support to students through her online appointment booking system to address student or faculty specific needs.

LITERATURE REVIEW Instructions

Description: Students will write a review of the literature on their own selected topic of interest. Students will learn how to search library databases, select peer-reviewed journal articles, read, and interpret them to write their literature review end-of-course paper. This assignment is aligned to outcomes in the Framework for Information Literacy for Higher Education which provides students with the skills to read, understand, interpret, and apply research in their own professional teaching setting. Students should use their annotated bibliography as a resource for completing this assignment. The literature review paper should be 12-15 pages in length and students should adhere to APA 7th ed. guidelines.

See Literature Review Rubric
See American Institutes Research Resource Download American Institutes Research
Resource**
See Suggested Template to Use Download Suggested Template to Use(Optional)
One Example of a Literature Review
Article: https://smu.primo.exlibrisgroup.com/permalink/01SMU_INST/rn4i05/cdi_proquest_journals_2509313077Links to an external site.

Literature Review Rubric

| | * * * | Literature Review Rubric (imported from Canvas) | | | | |

Criteria	4 Exceeds Expectations	3 Meets Expectations	2 Approaching Expectations	1 Below Expectations	0 Incomplete or Missing	Awarded/Possible Points
1. Research Question (Audience, Intervention, & Interaction)	The research question demonstrates exceptional depth, clarity & originality. It is focused and addresses a specific topic of interest in educational research. The question is formulated in a way that shows profound understanding of the subject matter and its relevance to a specific audience. The question displays comprehensive understanding of interventions/interactions on how educational issue empirically investigated.	The research question is clear and well-defined. It addresses a topic of interest in educational research. It adequately considers the specific audience and their needs. The question demonstrates reasonable understanding of the subject matter and its implications. The question displays understanding of interventions/interactions on how educational issue is empirically investigated.	The research question is somewhat clear and adequately addresses and educational topic of interest. The questions lacks some precision or focus. The question shows partial understanding of subject matter and may not fully consider the specific audience and their needs. Interventions/strategies are somewhat relevant but could be more specific or well-developed.	The research question is unclear and poorly defined, making it difficult to discern the educational topic of interest. It lacks consideration for the specific audience & their needs. The question demonstrates limited understanding of the subject matter & fails to identify appropriate interventions or strategies used to effectively investigate the the research topic.	No research question is provided or the assignment is entirely missing.	**/4**
2. Search-Selection (Initial and Revised searching tools and queries)	The student demonstrates exceptional proficiency in developing relevant search terms/boolean phrases based on their research question. Student exhibits a deep understanding of various databases and literature sources appropriate to their literature review. The student demonstrates exceptional skills in navigating and using advanced search features to retrieve sources relevant to their literature review.	The student develops relevant search terms that align well with the research question. They demonstrate a good understanding of various databases and literature sources relevant to their research. The student demonstrates competency in navigating and utilizing basic search features to retrieve sources for their literature review.	The student develops some relevant search terms, but lacks precision. Student demonstrates a basic understanding of databases and literature sources and selects some appropriate ones for their research. The student demonstrates some competency in navigating and utilizing basic search features relevant to their literature review.	The student's search terms are unclear, irrelevant or poorly developed, making it challenging to retrieve appropriate information related to their research question. Student demonstrates a limited awareness or understanding of databases & literature sources, resulting in the selection of inappropriate or irrelevant sources for their literature review. The student demonstrates limited competency in navigating and utilizing search features.	No search terms or search strategies provided or assignment is entirely missing.	**/4**
3. Review of Results (Inclusion-exclusion criteria)	The student demonstrates exceptional ability in identifying highly relevant inclusion and exclusion criteria for selecting sources for their literature review. Student exhibits a comprehensive understanding of the research topic, utilizes advanced analytical skills to critically assess the retrieved results. Their review demonstrates a meticulous and comprehensive evaluation of the sources by effectively identifying the most relevant and high-quality literature that aligns to their research question.	The student identifies relevant inclusion & exclusion criteria for selecting sources in their literature review. Student demonstrates a good understanding of the research topic and applies basic analytical skills to evaluate the retrieved results. The student's review provides a satisfactory evaluation of the sources by identifying relevant literature that aligns to their research question.	The student partially applies inclusion & exclusion criteria for selecting sources in their literature review. Some criteria may lack specificity or relevance to the research topic. Students demonstrate a basic understanding of the research topic and may apply limited analytical skills in evaluated retrieved results. The student's review displays a partial evaluation of sources identifying some relevant literature that aligns to their research question.	The student's identification of inclusion & exclusion criteria for selecting sources in their literature review is unclear and poorly developed. The criteria lack relevance or fail to align with the research topic adequately. Student demonstrates a limited understanding of the research topic and struggles to apply analytical skills in evaluating the retrieved results. The student's review provides a superficial evaluation of the sources, identifying limited relevant literature that aligns to their research question.	No inclusion or exclusion criteria are provided, or the assignment is entirely missing.	**/5**

4. Characteristics of Studies (Domains of characteristics or thematic analysis)	The student demonstrates exceptional ability in providing comprehensive and detailed information regarding the characteristics of studies. Student thoroughly addresses the general context of the study, the participant, intervention/process, outcome, effect size characteristics, and/or conducts a thorough thematic analysis. The student's analysis is insightful, showcasing a deep understanding of the key elements of each study. The information presented is accurate, relevant, and effectively supports the research question, demonstrating a high level of critical and synthesis skills.	The student provides sufficient information regarding the characteristics of studies. Student adequately addresses the general context of the study, the participant, intervention/process, outcome, effect size characteristics, and/or conducts a thorough thematic analysis. The analysis demonstrates a satisfactory understanding of the key elements in each study. Information presented about the studies is generally accurate, relevant and supports the research question, showcasing basic critical thinking and synthesis skills.	The student partially addresses the characteristics of studies. Student touches on some general context of the study, the participant, intervention/process, outcome, effect size characteristics, and/or conducts a thorough thematic analysis. The analysis lacks depth or may overlook key elements and important details. Information provided may be somewhat incomplete or insufficient to fully support the research question. There is limited evidence of critical thinking and synthesis skills.	The student's discussion of the characteristics of studies is unclear or poorly developed. Student fails to adequately address the context of the study, participation, intervention/process, outcome, effective size characteristics and/or thematic analysis. The analysis lacks coherence demonstrating a limited understanding of the key elements of each study. The information provided in inaccurate, irrelevant, or insufficient to support the research question. There is a lack of critical thinking and synthesis skills.	No characteristics of studies are provided, or assignment is entirely missing.	**/8**
5. Reflection & Application to Teaching	The student demonstrates exceptional reflection and application of learning from their literature review to their teaching. The student's reflection is insightful, demonstrating a deep understanding of the connections between the literature review and its implications for their teaching practice. Student critically analyzes the key findings and themes from the literature and articulates how they have applied this newfound knowledge to enhance their teaching. Their reflection is supported by evidence and examples, showcasing a high level of critical thinking and integration of research into practice.	The student engages in reflection and applies their learning from the literature review assignment to their teaching. The student's reflection demonstrates a satisfactory understanding of the connections between the literature review and its relevance to their teaching practice. They analyze the key findings and themes from the literature and articulate how they applied this knowledge to improve their teaching. Their reflection is generally supported by evidence and examples, showcasing basic critical thinking and integration of research into practice.	The student partially reflects on their learning from the literature review assignment and attempts to apply it to their teaching. The student's reflection demonstrates a partial understanding of the connections between the literature review and its implications for their teaching practice. They touch on some of the key findings and themes from the literature but may not fully articulate how they applied this knowledge to their teaching. Their reflection may lack sufficient evidence or examples, indicating limited critical thinking and integration of research into practice.	The student's reflection on their learning from the literature review assignment and its application to their teaching is unclear or poorly developed. Their reflection demonstrates a limited understanding of the connections between the literature review and its relevance to their teaching practice. They fail to adequately analyze the key findings and themes from the literature or articulate how they applied this knowledge to their teaching. Their reflection lacks evidence or examples, indicating a lack of critical thinking and integration of research into practice.	No reflection or application is provided, or the assignment is entirely missing.	**/6**
6. APA 7th ed. Standard Formatting	The student demonstrates exceptional proficiency in formatting their academic writing according to the APA 7th Edition standards. Their work adheres to the guidelines with meticulous attention to detail, showcasing accurate and consistent formatting of in-text citations, references, headings, page layout, font, spacing, and other elements. The student demonstrates a comprehensive understanding of APA 7th Edition and consistently applies the rules throughout their document, ensuring a polished and professional presentation.	The student formats their academic writing according to the APA 7th Edition standards effectively. Their work generally adheres to the guidelines, demonstrating accurate formatting of in-text citations, references, headings, page layout, font, spacing, and other elements. The student shows a satisfactory understanding of APA 7th Edition and consistently applies the rules, resulting in a well-structured and appropriately formatted document.	The student attempts to format their academic writing according to the APA 7th Edition standards but with some inconsistencies or minor errors. There may be occasional inaccuracies or deviations in in-text citations, references, headings, page layout, font, spacing, or other elements. The student demonstrates a partial understanding of APA 7th Edition and inconsistently applies the rules, resulting in a document that lacks complete adherence to the required formatting standards.	The student's academic writing does not fully conform to the APA 7th Edition standards. There are noticeable and significant errors in formatting in-text citations, references, headings, page layout, font, spacing, or other elements. The student demonstrates limited understanding of APA 7th Edition and frequently fails to apply the rules correctly, resulting in a document that significantly deviates from the required formatting standards.	No attempt is made to format academic writing according to the APA 7th Edition standards, or the assignment is entirely missing.	**/3**
					TOTAL POINTS	**30 Points Possible**

Literature Review Results

Rubric Criteria	1	2	3	4	5	6	
	Research Question (Audience, Intervention, & Interaction)	Search-Selection (Initial and Revised searching tools and queries)	Review of Results (Inclusion-exclusion criteria)	Characteristics of Studies (Domains of characteristics or thematic analysis)	Reflection & Application to Teaching	APA 7th ed. Standard Formatting	
Student	4 Points Possible	4 Points Possible	5 Points Possible	8 Points Possible	6 Points Possible	3 Points Possible	30 Points Possible
A	3	4	5	6	6	0.75	24.75
B	4	4	3.75	6	6	2.25	26
C	4	4	5	8	6	1.5	28.5
D	4	4	5	8	6	1.5	28.5
E	4	4	3.75	8	6	2.25	28
F	4	4	5	8	6	2.25	29.25
G	4	4	5	4	6	2.25	25.25
H	4	4	3.75	4	6	2.25	24
I	4	4	3.75	8	6	2.25	28
J	2	4	3.75	6	6	2.25	24
K	4	4	3.75	8	6	2.25	28
L	4	4	5	4	6	2.25	25.25
M	4	4	5	6	6	1.5	26.5
N	4	2	2.5	6	3	2.25	19.75
O	3	4	3.75	8	6	1.5	26.25
P	4	2	2.5	6	3	1.5	19
Q	3	4	3.75	8	6	0	24.75
R	4	4	5	8	6	2.25	29.25
S	3	4	3.75	4	6	1.5	22.25
T	4	4	5	8	6	2.25	29.25
U	4	4	3.75	4	3	2.25	21
V	4	3	3.75	8	4.5	1.5	24.75
Mean	3.73	3.77	4.15	6.55	5.52	1.84	25.56
%	93.18	94.32	82.95	81.82	92.05	61.36	85.19
Letter Grade	A-	A	B-	B-	A-	D-	B

Annotated Bibliography Instructions

Students will compile a collection of peer-reviewed journal articles on a topic related to students in special populations and subject content area in education (Early Childhood, Elementary or Secondary). The journal articles should be annotated by students for their interpretation/understanding of each article in their annotated bibliography. This is an independent assignment and each individual student will complete their own annotated bibliography. A total of 15-17 peer-reviewed journal article sources must be included and annotated for this assignment.

Instructions:

1. Collect 15-17 Peer-Peer Reviewed Journal Articles in an annotated bibliography. All articles should be related to a specific topic of interest selected by the student.
    - To ensure this add heading "Research Topic" and in a sentence or two, write your research topic under the heading.
2. Following the Research Topic Heading, Create heading "Annotated Bibliography" to begin your annotated bibliography. Complete the following under this heading:
    - Number each article
    - Include reference citation for each article
    - Annotate each article
        - 1st paragraph summarizing the article in your own words
        - 2nd paragraph evaluating the relevance of this article to your research topic
3. Follow APA guidelines
    - Consult APA Manual and/or see annotation example by Purdue OWL offered [hereLinks to an external site.](#)
    - Include a cover page for your annotated bibliography, double spaced, 12 pt font, proper article citations, annotations indented, etc.
    - You may use [Annotated Bib. Format Template.docx Download Annotated Bib. Format Template.docx](#)

Student Sample Annotation (Blinded)

Research Topic

My research topic is about the relationship between oral reading fluency and grade-level reading comprehension in students in grades one through four.

Annotated Bibliography

Adlof, S. M., Catts, H. W., & Little, T. D. (2006). Should the simple view of reading include a fluency component? Reading and Writing, 19(9), 933–958. https://doi.org/10.1007/s11145-006-9024-z

In this research study, Adlof et al. administered a battery of word recognition, listening comprehension, fluency, and reading comprehension tests to six-hundred-four students in second, fourth and eighth grades. Half of these students had cognitive impairments in kindergarten. The researchers specifically wanted to examine if the Simple View of Reading (SVR) model should include a fluency component. The researchers quoted the National Reading Panel which stated that "although accuracy in word recognition is, indeed, an important reading milestone, accuracy is not enough to ensure fluency—and without fluency, comprehension might be impeded" (p. 934). Upon analysis of scores, Adlof et al. concluded that fluency measures did not provide unique variance in reading comprehension scores. As a result, they determined that the Simple View of Reading should not be modified to include fluency as a key component.

This study is relevant because it is one of the few studies that dismissed fluency as predictive of reading comprehension. Adlof et al. drew conclusions which might explain this finding. They stated that for second graders, fluency was so tied to word recognition that it should not even be its own factor. Additionally, the researchers stated that reading comprehension was almost synonymous with listening comprehension by eighth grade. This study is significant because it provided a counterpoint to other studies. It also questioned how fluency is defined and if the measures of fluency should be timed or untimed.

Interpreting Edu Research
EDU 6304 701
Teaching & Learning Department
Fall 2023

Instructor Information

Instructor: Magdalena Pando
Email: mpando@smu.edu
Phone Number: (214) 768-6142
Office Location: Harold Simmons 301H
Office Hours:
by appointment only
Preferred Method of Contact:
email

Course Details

Meeting Days/Times/Locations:

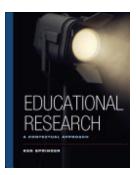| Start Date	End Date	Location	Meeting Day	Start Time	End Time
08/21/2023	12/04/2023	HCSH0317	R	05:15 PM	08:05 PM

Credit Hours: 3.00
Course Description: Required core course for the M.Ed. degree. The primary focus is on the interpretation of educational research studies in elementary and secondary school settings. Prerequisite: Enrollment in one of the following programs: M.Ed. with a concentration in certification preparation (plus a 2.000 or better GPA in EDU 6305 or EDU 6329), M.Ed. with a concentration in reading and writing (plus a 2.000 or better GPA in EDU 6363), Master in Bilingual Education, or M.Ed. with an unspecified track. M.B.E. students and students who are not in one of the designated tracks for the M.Ed. degree should take this course within their first two terms.

Student Learning Outcomes

By the end of this course, students will be able to:

1. Discuss the role of educational research and how it is disseminated.

2. Compare and contrast methodological and statistical foundations of educational research.

3. Formulate interpretations of educational research in elementary and secondary education.

4. Explore the process and significance of evaluating research.

5. Apply evidence-based instructional practices in elementary and secondary education settings.

Required Texts and Materials

Educational Research
ISBN: 9780470131329
Authors: Ken Springer
Publisher: John Wiley & Sons
Publication Date: 2009-10-05
REQUIRED

Publication Manual of the American Psychological Association
ISBN: 9781433832161
Authors: American Psychological Association
Publisher: American Psychological Association (APA)
Publication Date: 2019-10-01
RECOMMENDED

Grading Policies/Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
94-100	90-93	87-89	84-86	80-83	77-79	74-76	70-73	67-69	64-66	60-63	<60

Course Assignments

Assignment	Percentage of Final Grade

1. APA Module	10%	
2. Journal Article Interpretations	25%	
3. Midterm Exam	20%	
4. Annotated Bibliography	15%	
5. Literature Review	30%	
TOTAL	**100%**	

Assignment Group Descriptions

1. **APA Module:** This assignment is designed to give you a thorough overview of APA 7th ed. style guidelines for academic writing. This module should be completed very early in the course to ensure students follow APA guidelines for all assignments in this course. See Canvas for details.

2. **Journal Article Interpretations:** Students will complete a total of 5 journal article interpretations during class. Students will be placed in groups and will select journal articles to analyze and interpret. Each journal article interpretation will have specific analytic tasks. See Canvas for details.

3. **Midterm Exam:** The midterm exam will consist of short answer, true/false, multiple choice and fill in the blank questions. The exam will be completed and submitted via Canvas. The midterm exam is open book/notes. Students should complete this exam independently and should not consult one another as a resource to complete it.

4. **Annotated Bibliography:** Students will compile a collection of peer-reviewed journal articles on a topic related to students in special populations and subject content area in education (Early Childhood, Elementary or Secondary). The journal articles should be annotated by students for their interpretation/understanding of each article in their annotated bibliography. This is an independent assignment and each individual student will complete their own annotated bibliography. A total of 15-17 peer-reviewed journal article sources must be included and annotated for this assignment. See Canvas for details.

5. **Literature Review:** Students will write a review of the literature on their own selected topic of interest. Students will learn how to search library databases, select peer-reviewed journal articles, read, and interpret them to write their literature review end-of-course paper. This assignment is aligned to outcomes in the [Framework for Information Literacy for HIgher Education](#) which provides students with the skills to read, understand, interpret, and apply research in their own professional teaching setting. Students should use their annotated bibliography as a resources for completing this assignment. The literature review

paper should be 12-15 pages in length and students should adhere to APA 7th ed. guidelines. See Canvas for details.

Course Policies

Instructor's Attendance Policy

This is a face to face course. As such, attendance is expected to get a passing grade. Students are allowed two absences during the semester. Three absences or more will earn students a non-passing grade in the course. A non-passing grade is an "F".

For Religious and University-related excused absences students will follow Academic Policies section below.

For medical-related absences students are allowed the two absences specified in the first paragraph of this section. For medical absences requiring more than 2 occurrences from the course, please contact the instructor as soon as possible.

Generative AI will be integrated into this course

Assignments in this course have been purposefully designed to integrate Generative AI in support of the learning objectives. In class, we will discuss how Generative AI is used within this discipline, including how to navigate its potential uses and abuses, how and when to attribute sources, and other developing topics.

Title IX and Disability Accommodations

Disability Accommodations

Students who need academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit smu.edu/DASS to begin the process. Once they are registered and approved, students then submit a DASS Accommodation Letter through the electronic portal, *DASS Link*, and then communicate directly with each of their instructors to make appropriate arrangements. Please note that accommodations are not retroactive, but rather require advance notice in order to implement.

Sexual Harassment

All forms of sexual harassment, including sexual assault, dating violence, domestic violence and stalking, are violations of SMU's Title IX Sexual Harassment Policy and may also violate Texas

law. Students who wish to file a complaint or to receive more information about the grievance process may contact Samantha Thomas, SMU's Title IX Coordinator, at accessequity@smu.edu or 214-768-3601. Please note that faculty and staff are mandatory reporters. If students notify faculty or staff of sexual harassment, they must report it to the Title IX Coordinator. For more information about sexual harassment, including resources available to assist students, please visit smu.edu/sexualharassment.

Pregnant and Parenting Students

Under Title IX, students who are pregnant or parenting may request academic adjustments by contacting the Office of Student Advocacy and Support by calling 214-768-4564. Students seeking assistance must schedule an appointment with their professors as early as possible, present a letter from the Office of the Dean of Students, and make appropriate arrangements. Please note that academic adjustments are not retroactive and, when feasible, require advance notice to implement.

Academic Policies

Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. Click here for a list of holidays.

Medical-Related Absences

To ensure academic continuity and avoid any course penalties, students should follow procedures described by their instructors in order to be provided with appropriate modifications to assignments, deadlines, and exams.

Excused Absences for University Extracurricular Activities

Students participating in an officially sanctioned, scheduled university extracurricular activity should be given the opportunity to make up class assignments or other graded assignments that were missed as a result of their participation. It is the responsibility of the student to make arrangements for make-up work with the instructor prior to any missed scheduled examinations or other missed assignments. (See current Catalog under heading of "Academic Records/Excused Absences.")

Final Exams

Final course examinations shall be given in all courses where appropriate, and some form of final assessment is essential. Final exams and assessments must be administered as specified in the official examination schedule and cannot be administered or due during the last week of classes or during the Reading Period. Syllabi must state clearly the form of the final exam or assessment, and the due date and time must match the official SMU exam schedule. SMU policy states that all exceptions to the examination schedule may be made only upon written recommendation of the chair of the department sponsoring the course and with the concurrence of the dean of that school, who will allow exceptions only in accordance with guidelines from the Office of the Provost.

Academic Dishonesty

Students are expected to embrace and uphold the SMU Honor Code. Violations of the Honor Code will be acted upon in accordance with the policies and procedures outlined in the Mustang Student Handbook.

Student Support Services

Student Academic Success Programs

Students needing assistance with writing assignments for SMU courses may schedule an appointment with the Writing Center through Canvas. Students who would like support for subject-specific tutoring or success strategies should contact SASP, Loyd All Sports Center, Suite 202; 214-768-3648; smu.edu/sasp. Tutor schedules are available at smu.edu/tutorschedule.

Caring Community Connections Program

CCC is a resource for anyone in the SMU community to refer students of concern to the Office of the Dean of Students. The online referral form can be found at smu.edu/deanofstudentsccc. After a referral form is submitted, students will be contacted to discuss the concern, strategize options, and be connected to appropriate resources. Anyone who is unclear about what steps to take if they have concerns about students should contact the Office of the Dean of Students at 214-768-4564.

Mental Health Resources: Counseling Services and Teletherapy

Throughout the academic year, students may encounter different stressors or go through life experiences which impact their mental health and academic performance. Students who are in distress or have concerns about their mental health can schedule a same-day or next-day appointment to speak with a counselor by calling Counseling Services. Counselors are available at any time, day or night for students in crisis at this number: 214-768-2277 (then select option 2)

They will be connected with a counselor immediately. Students seeking ongoing counseling should call the same number (214-768-2277, then select option 1) during normal business hours to schedule an initial appointment. [SMU Teletherapy](#) provides another free option for on-demand counseling and video appointments with a medical professional.

Campus Carry Law

In accordance with Texas Senate Bill 11, also known as the 'campus carry' law, and following consultation with entire University community, SMU chooses to remain a weapons-free campus. Specifically, SMU prohibits possession of weapons (either openly or in a concealed manner) on campus. For more information, please see: [smu.edu/campuscarrylaw](#).

Course Schedule

The instructor reserves the right to make amendments to the course schedule as deemed necessary. Students will be notified of changes via Canvas Announcements communication.

Week/Date	Topic	Assignments/Tasks (Read Prior to Class)
Week 1 8/21/23	Week 1 Module: Introductions Syllabus Academic Writing	• **APA Module Due** • Sign up for an SMU [RefWorks](#) account
Week 2 8/28/23	Week 2 Module: Educational Research Activity: Q or Q?	• Read Springer Ch. 1 • Come prepared to discuss/participate • **Journal Article Interpretation 1 Due**
Week 3 9/04/23	Week 3 Module: Guest Lecturer: Librarian Naomi Schemm Research Topics Identifying a Research Topic RefWorks Library Search	• In-Class practice locating sources and using RefWorks • Read Springer Ch. 2 • Come prepared to discuss/participate
Week 4	Week 4 Module:	• Read Springer Ch. 3

9/11/23	Research Reports Activity: Differentiating between Research Reports	• Annotated Bibliography Work • Literature Review Work
Week 5 9/18/23	Week 5 Module: Research Designs: Guest Lecturer Naomi Schemm • Quantitative • Qualitative • Mixed Methods Activity: Differentiating b/w different Research Designs	• Read Spring Ch. 7-9 • **Journal Article Interpretation 2 Due**
Week 6 9/25/23	Week 6 Module: Ethics & Sampling Measurement Validity & Reliability	• Read Ch. 4-6 • Come prepared to discuss/participate • Annotated Bibliography Work • Literature Review Work
Week 7 10/02/23	Week 7 Module: Statistical Tests & Representation	• Read Springer 10-12 • **Journal Article Interpretation 3 Due**
Week 8 10/09/23	Week 8 Module: Types of Qualitative Studies Action Research	• Read Springer Ch. 13, 14, 16 • **Journal Article Interpretation 4 Due**
Week 9 10/16/23	Week 9 Module: Mixed Methods Midterm Exam Review	• Read Ch. 15 • **Midterm Exam Due 10/22/23 by 11:59 PM in Canvas**
Week 10 10/23/23	Week 10 Module: Research Topic	Workshop:

	Research Questions Search-Selection Process	- Annotated Bibliography - Literature Review - Select evidence-based teaching/student learning
Week 11 10/30/23	Week 11 Module: Inclusion/Exclusion Criteria	Workshop - Annotated Bibliography - Literature Review - Selecting evidence for application - Teaching application
Week 12 11/06/23	Week 12 Module: Characteristics of Studies	Workshop - Annotated Bibliography - Literature Review - Teaching application
Week 13 11/13/23	Week 13 Module: Reflection and Application to Teaching	Workshop - Annotated Bibliography - Literature Review **Journal Article Interpretation 5 Due**
11/20/23 - 11/24/2023 Thanksgiving Week		
Week 14 11/27/23	Week 14 Module: Course Reflection & Workshop	Workshop - Annotated Bibliography - Literature Review **Annotated Bibliography Due 12/03/23 at 11:59 PM** **Literature Review Due 12/03/23 at 11:59 PM**

| Week 15 12/04/23 | Classes end: No meeting for EDU 6304 | Classes end: No meeting for EDU 6304 |