ECED 5346 is a Hybrid Course:
ECED 5346 uses Blackboard as a teaching and learning environment. All ECED 5346 students must have access to Blackboard to be successful in this course. Blackboard is available through the TAMU-CC homepage and requires ECED 5346 students to have their normal NET ID to log into the course on Blackboard.

Since ECED 5346 is a hybrid online course, the instructor and TAMU-CC assume that students who enroll in the course have, or will quickly obtain, the technical expertise, hardware, and software required to be successful in the course.

There is a student tutorial available on the Island Online website (http://iol.tamucc.edu). If you have any problems logging in, the Blackboard helpdesk phone number is 361-825-2825.

You are required to check your Blackboard account every few days for announcements, assignment due dates, and/or assignment directions.

I strongly recommend that students do not use tablets, iPads or forward their emails to their phones as those systems are unreliable and content is often lost.

Begin this course by reading the syllabus very carefully. You can access the schedule, assignments, discussions, and assessments in this course.

If you have difficulty accessing any of the Course Content, please let me know as quickly as possible. The quickest way to contact me is through TAMUCC Islander email in Blackboard. If you choose to contact me via telephone, please identify yourself and the course number clearly.

Email:
Use the "Islander email" tool on the tool bar on the left side of the course content page in Blackboard to contact me with questions and/or issues relating to this class.

It is much easier for me to respond to your concerns if you contact me through the communication tools in Blackboard. Here's why: if you contact me through the Islander email tool in Blackboard, the message includes
course information in the subject line that helps me identify you and the course about which you have a question. If you have a question about the class, it is much faster and much easier for me to answer your question if I know who you are and the class in question.

I normally respond to class related email very quickly, but please allow me at least forty-eight hours to respond to mail about the class with the exception of weekends.

Normally, I will not read or respond to mail before 9:00 AM on Monday or after 5:00 PM on Friday, but like many of you, I sometimes cannot help responding to a particularly intriguing comment or email. If I am going to be out of the normal classroom for more than forty-eight hours, I will post an announcement notifying the class of a return date.

Many of you will have great questions that will benefit all students to know the answers. Therefore, I will respond to all students in the class unless you specifically state "confidential" in the subject line in your email to me.

Devices:
I strongly recommend that students do not use tablets, iPads, or forward their email to their phones as those devices are unreliable and content is often lost.

I will not respond to email that comes through any mail service other than TAMUCC email. I will not respond to Gmail, Hotmail, or any other mail service. Using the university email system assures my students and me that there is a paper trail of all of our electronic conversations in case there is a future misunderstanding.

Office Phone: 361-825-3328
If you choose to leave a message, include the course number, your full name, your phone number, and your message in a clear, strong voice. I assure you I will call you back as soon as I get the message as long as I know who I am calling and why.

Technical Difficulties:
Students who have technical difficulties of any type should contact TAMU-CC Information Technology (IT) or Distant Education for assistance. Links to IT and Blackboard can be found on the course homepage using the Start Here tab.

I. Course Description
The course will facilitate the development of the research based capstone experience proposal. The proposal must focus on some aspect of early childhood education.
Prerequisite: Introduction to Research (EDFN 5301) or consent of instructor.

II. Rationale
This course is designed to assist the student in preparing their research project under the guidance of the professor

III. National Association for the Education of Young Children (NAEYC) Standards for Graduate Level Professional Development Covered in ECED 5346:

A. Standard 6: Becoming a professional
6c: Using professional resources, inquiry skills & research methods to engage in continuous, collaborative learning & investigation relevant to practice & professional role.
6d: Integrating knowledgeable, reflective, & critical perspectives on early education based upon mastery of relevant theory & research.
6c: Using professional resources, inquiry skills & research methods to engage in continuous, collaborative learning & investigation relevant to practice & professional role.
6d: Integrating knowledgeable, reflective, & critical perspectives on early education based upon mastery of relevant theory & research.
6f: Demonstrating a high level of oral, written & technological communication skills with specialization for specific professional role(s) emphasized in the program.

IV. Student Learning Outcomes

A. Graduate students will produce a portfolio consisting of experiences, projects originally designed products.
B. Graduate students will articulate and fulfill professional roles and responsibilities related to working with young children.

V. Course Objectives

A. Develop an action based research project;
B. Develop a literature review to support the research project;
C. Review pertinent research relating to the student’s research project;

VI. Course Topics

A. Qualitative research;
B. Literature review;
C. Analysis of research; and
D. Development of a research proposal.

VII. Instructional Methods and Activities

Methods and activities for instruction include:
A. Traditional Experiences (lecture/discussion; demonstration; guest speaker; on-line deliveries; video, etc)
B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; value clarifications)

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:
A. Chapter 1 or introduction = 50 points
B. Chapter 2 or review of literature = 100 points
C. Chapter 3 or design of study = 50 points
D. Research article reviews = 20 points each
E. Grading scale:
   100%-92% (400-368 points) = A
   91%-82% (367-328 points) = B
   81%-72% (327-288 points) = C
   71%-62% (287-248 points) = D
   61%-0% (247-0 points) = F

VIII. Textbooks
   The textbooks adopted for this course are:


IX. Course Schedule

Week #1: Types of research

Week #2: Meet at CASA for review of APA formatting. Research topics and my life (work & professional). Begin reading and thinking about research topics.

Week #3: Meet at Bell Library for researching online presentation. Read http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html Bring laptops to class.

Week #4: Narrow topics down to three possibilities for class discussion. Online. See Blackboard for further directions.

Week #5: Narrow topic to one topic for class discussion. Discussion of data analysis, grant writing, curriculum development, etc. Discuss IRB process. Bring laptops to class.

Week #6: Bring rough draft of topic introduction to class. Submit research article review pertaining to your topic on Blackboard (directions are on Blackboard). Begin CITI training (http://research.tamu) if you are planning to present or publish your capstone. Bring laptops to class.

Week #7: Peer reviewing of drafts. Submit research article review pertaining to your topic on Blackboard (directions are on Blackboard). Sign up for individual meetings with
professor to discuss capstone topic on googledocs. Online. See Blackboard for further directions.

Week #8: Individual meetings to discuss topics. Bring rough draft. Bring rough draft of chapter 1 if appropriate to your capstone. Discuss how data will be analyzed if appropriate. Submit research article review pertaining to your topic on Blackboard (directions are on Blackboard). Finish CITI training and bring printed certificate to class, if appropriate.

Week #9: Literature review rough draft with at least 6 sources to class for peer review. Sign up for individual meetings with professor. Submit research article review pertaining to your topic on Blackboard (directions are on Blackboard).

Week #10: Individual meetings with professor. Bring revised literature review to which you have added at least 2 more citations. Submit research article review pertaining to your topic on Blackboard (directions are on Blackboard).

Week #11: Class online. You & your peer reviewer review each other’s updated literature review.

Week #12: Bring rough draft of literature review to class. Bring laptops to class.

Week #13: Submit chapter 1 online to Blackboard.

Week #14: Submit chapters 2 (literature review, 10 pages minimum, 3 current refereed sources minimum and 3 research studies minimum) and chapter 3 online to Blackboard.

Week #15: Present capstone proposal to class.

IX. Bibliography


Qualitative Research

According to Creswell (2014), quantitative research involves the collection, analysis, interpretation of data. Generally, we think of quantitative studies as those having to do with numerical types of data. Quantitative research could include: correlational research, true experimental research, quasi-experimental research, or developmental research to name a few. This type of research is also considered to be ‘traditional’ research.

The following is a checklist of items for possible inclusion in a quantitative research proposal (adapted from Handbook in Research and Evaluation for Education and the Behavioral Sciences)

Chapter 1: The Problem
   Introduction
   Problem background (educational trends, issues, concerns)
   Purpose of study (What are the practical outcomes?)
   Questions to be answered
   Theoretical framework
   Importance of study (This may not be necessary due to overlap with purpose)
   Definition of terms (Terms used in the study.)
   Scope and delimitations of study

Chapter 2: Review of Literature
   Overview of study
   History of topic
   Research studies pertaining to topic
   Acquaint reader with need for study
   Summary of literature reviewed

Chapter 3: Methodology or Procedures
   Description of methodology to be used (How will you analyze the data?)
   Pilot studies (If used. If you are replicating a study, you won’t be conducting a pilot study.)
   Selection of sample population (How are selecting the participants?)
   Instruments used to collect data (Be specific in your description.)
   Manner in which data was collected
   Data analysis to be used
   Summary

Reference List in A.P.A., 6th edition, format
Reference List


Qualitative Study

Chapter 1: Introduction
- Statement of the problem
  - What is the issue, problem or phenomenon that prompts this study?
- Purpose and significance of the study
  - Indicate your intention to try to describe or understand the phenomenon, develop a theory about how the phenomenon works, discover something about the phenomenon or about the subjects with whom you will be interacting
  - Indicate your general approach to investigating the phenomenon
  - Indicate why this study is important
- Grand tour questions & sub-questions
  - State in broad terms the main question you will be trying to answer
  - State some specific questions that you plan to pursue—for example, some key questions you might ask during an interview
- Definitions
  - Provide *general* definitions of key concepts in the study
- Delimitations & limitations
  - Delimitations refers to the *boundaries* of the study—its limits based on the context in which the inquiry is carried out and the subjects who will be involved
  - Limitations refers to potential weaknesses in the study, such as limits resulting from the approach to selecting subjects

Chapter 2: Review of Related Literature
- Overview
  - Describe how your review is organized, indicating major themes or questions you have pursued.
  - Briefly describe how you carried out your search.
  - In broad terms, what have others learned that is relevant to your question?
- Findings: Present specific findings represented in the literature you have reviewed. Organize your presentation thematically rather than serially.
  - What are the major findings and most significant studies pertinent to your topic?
  - What are the most promising methodological approaches to investigating your topic (or evaluating your project)?
- Conclusions:
  - Summarize major themes and major contributions of significant studies and articles to the body of knowledge under review, maintaining the focus established in the introduction.
  - Evaluate the current "state of the art" for the body of knowledge reviewed, pointing out major methodological flaws or gaps in research, inconsistencies in theory and findings, and areas or issues pertinent to future study.
  - Summarize promising methodological approaches to investigation of your topic.
o Conclude by providing some insight into the relationship between the central topic of the literature review and the research project you are pursuing.

Chapter 3: Procedure
• Design of the Study
  o Describe your general approach to carrying out the study
  o Describe important characteristics or features of the design
  o Indicate any pertinent assumptions about the research process that are associated with this design
  o Indicate why this design is likely to yield useful results
• Role of the researcher
  o Include statements about past experiences of the researcher that provide familiarity with the topic, the setting, or the informants
  o Discuss steps taken to gain access to the setting and to secure permission to study the informants or situation
  o Comment about ethical issues such as maintaining confidentiality of data, preserving the anonymity of informants, and using the research for intended purposes
• Data collection procedures
  o Indicate the type or types of data to be collected and provide a rationale for the data collection
  o Identify the parameters for the data collection, such as why you have selected this particular setting and how you will go about selecting informants and the rationale for that selection process
  o Describe how you will record data
  o Describe the protocol for collecting information including guide questions and probes to elicit informant responses
• Data analysis procedures
  o Describe how you will go about coding information, sorting it into categories, identifying themes and patterns as well as divergence
• Methods for verification
  o Describe how you will verify the accuracy of your findings: will you use a triangulation approach, with multiple sources of information? Will you seek to verify your findings with your informants (“member checking”)?
  o Discuss the generalizability of your study—in what ways is it likely to be unique and in what ways might a replication of your study yield different results?
# Chapter 1 or Introduction

## Chapter 1 or Introduction Rubric

<table>
<thead>
<tr>
<th></th>
<th>Expert</th>
<th>Proficient</th>
<th>Apprentice</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td><strong>Introduction is focused on the topic and is narrow in scope to explain the issues involved. 10-7 points possible</strong></td>
<td><strong>Introduction is somewhat focused but seems to lack direction. 6-4 points possible</strong></td>
<td><strong>Introduction is too broad. 3-1 points possible</strong></td>
<td><strong>Introduction is not clearly relating to topic. 0 points</strong></td>
</tr>
<tr>
<td><strong>Background of topic</strong></td>
<td><strong>Paper demonstrates student has comprehensive understanding of the issues involved in the topic. 15-10 points possible</strong></td>
<td><strong>Paper demonstrates the student has, on the whole, an understanding of the issues involved in the topic. 9-5 points possible</strong></td>
<td><strong>Paper demonstrates the student has something of an understanding of the topic but not a complete grasp of the issues. 4-2 points possible</strong></td>
<td><strong>Paper does not demonstrate that the student has fully understood the concepts involved in the topic. 1 point possible</strong></td>
</tr>
<tr>
<td><strong>Purpose of the project</strong></td>
<td><strong>Paper demonstrates that the student has a well stated and well developed purpose of the project. 15-10 points possible</strong></td>
<td><strong>Paper demonstrates that the student has, on the whole an understanding of the purpose of the project. 9-5 points possible</strong></td>
<td><strong>Paper demonstrates the student has something of an understanding of the purpose of the project but has not fully stated this. 4-2 points possible</strong></td>
<td><strong>Paper does not demonstrate that the student has stated the purpose of the project. 1 point possible</strong></td>
</tr>
<tr>
<td><strong>Limitations of the study</strong></td>
<td><strong>Limitations are clearly stated and relate to topic. 3 points possible</strong></td>
<td><strong>Limitations are somewhat vague and broad. 2 points possible</strong></td>
<td><strong>Limitations are vague. 1 point possible</strong></td>
<td><strong>Limitations do not relate to the topic. 0 points</strong></td>
</tr>
<tr>
<td><strong>Citations</strong></td>
<td><strong>All citations were in correct APA format. 2 points possible</strong></td>
<td><strong>Most citations were in correct APA format. 1 point possible</strong></td>
<td><strong>Some citations were in correct APA format. .5 point possible</strong></td>
<td><strong>Most citations were either not in correct APA format or needed citation. 0 points</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic focus</th>
<th>Expert</th>
<th>Proficient</th>
<th>Apprentice</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scope of literature review is narrow and focused. 20-16 points possible</td>
<td>Scope of literature review is somewhat focused. 15-10 points possible</td>
<td>Scope of literature review is too broad. 9-4 points possible</td>
<td>Literature review lacks focus and correlation to topic. 3-0 points possible</td>
<td></td>
</tr>
<tr>
<td>Depth of Discussion</td>
<td>In-depth discussion &amp; elaboration of literature review. 20-16 points possible</td>
<td>In-depth discussion &amp; elaboration for most of literature review. 15-10 points possible</td>
<td>Related content was omitted. Over use of quotations rather than synthesis of literature. 9-4 points possible</td>
<td>Haphazard discussion of literature or very brief literature discussion. 3-0 points possible</td>
</tr>
<tr>
<td>Cohesiveness</td>
<td>Information ties together and flows from one topic to another. Literature show grasp of the relationship between topics. 20-16 points possible</td>
<td>For the most part, information ties together and flows from one topic to another. Literature show grasp of the relationship between topics 15-10 points possible</td>
<td>Paper doesn’t flow and the literature does not show a grasp of the relationship between topics. 9-4 points possible</td>
<td>Information is not tied together nor is there a relationship between topics shown. 3-0 points possible</td>
</tr>
<tr>
<td>Grammar and Mechanics</td>
<td>No grammar or spelling errors. 5 points possible</td>
<td>Few grammar or mechanical errors. 3-4 points possible</td>
<td>Several grammar and/or mechanical errors. 2 points possible</td>
<td>Numerous grammar and/or mechanical errors. 1 point possible</td>
</tr>
<tr>
<td>Sources</td>
<td>More than 10 current sources, 3 of these are from refereed journals, and 3 are research based. 10 points possible</td>
<td>More than 5 current sources, 2 of these are from refereed journals, and 2 are research based. 5 points possible</td>
<td>Fewer than 5 current sources, fewer than 2 of these are from refereed journals, and fewer than 2 are research based. 2.5 points possible</td>
<td>Fewer than 3 current sources, fewer than 1 of these are from refereed journals, and fewer than 1 are research based. 1.25 points possible</td>
</tr>
<tr>
<td>Length</td>
<td>More than 10 pages of literature review. 10 points possible</td>
<td>More than 8 pages of literature review. 5 points possible</td>
<td>Fewer than 8 pages of literature review. 2.5 points possible</td>
<td>Fewer than 7 pages of literature review. 1.25 points possible</td>
</tr>
<tr>
<td>Citations</td>
<td>All citations were in correct APA format. 5 points possible</td>
<td>Most citations were in correct APA format. 4-3 points possible</td>
<td>Some citations were in correct APA format. 2-1 points possible</td>
<td>Most citations were either not in correct APA format or needed citation. 0 points possible</td>
</tr>
</tbody>
</table>

### Chapter 3 or Design of Study Rubric

<table>
<thead>
<tr>
<th>Description of methodology</th>
<th>Expert</th>
<th>Proficient</th>
<th>Apprentice</th>
<th>Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methodology is fully described.</td>
<td>15-11 points possible</td>
<td>Methodology is described, for the most part.</td>
<td>5-3 points possible</td>
<td>Methodology is not clearly defined.</td>
</tr>
<tr>
<td>Instrumentation is well described.</td>
<td>15-11 points possible</td>
<td>Instrumentation is described, for the most part.</td>
<td>5-3 points possible</td>
<td>Instrumentation is not clearly described.</td>
</tr>
<tr>
<td>Methods of data collection is fully described.</td>
<td>10-8 points possible</td>
<td>Methods of data collection is described, for the most part.</td>
<td>4-2 points possible</td>
<td>Methods of data collection is vaguely described.</td>
</tr>
<tr>
<td>Methods of data analysis if fully described.</td>
<td>10-8 points possible</td>
<td>Methods of data analysis is described, for the most part.</td>
<td>4-2 points possible</td>
<td>Methods of data analysis is vaguely described.</td>
</tr>
</tbody>
</table>

Article Review Assignment

During the semester you will be reviewing 5 articles that pertain to your class research project. At least three articles must be research studies, a minimum of two others should directly pertain to your project topic and the third article can be your choice. The research articles should be as current as possible while the others should have been published within the last 5 years unless this is critical research or gives an historical perspective. Be sure the research articles are primary research.

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.5-0</td>
<td>The review of the article is written in appropriate graduate level quality.</td>
</tr>
<tr>
<td>7.5-0</td>
<td>The review critically analyzes the article with rigor.</td>
</tr>
<tr>
<td>5-0</td>
<td>Correct grammar and citations are used.</td>
</tr>
</tbody>
</table>

NAEYC Standard(s): 6c and 6e