California State University SAN MARCOS | School of Education

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EDUC 622
Research Methods in Education
CRN #48627 – Fully Online
Session release Friday – Due following Saturday by 11 PM
Fall / 2014 - – August 25-December 13, 2014

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

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School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education.   We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

Catalog Description - EDUC 622 (3) Research Methods in Education

A core course designed to introduce educational practitioners to the fields of educational research and evaluation. Explores quantitative and qualitative methods of designing and conducting research and evaluation in the context of classroom settings. Further examines measurement, assessment, common statistical techniques, and methods for critiquing research and program evaluation studies

Further Detailed Description

Course participants will explore quantitative, qualitative and mixed methods of designing and conducting research in the context of educational settings. We will examine common research practices, methods, and analytical strategies while developing a critical eye for high caliber research. While the course is designed to prepare Master's students for their culminating experience, it goes further to develop an inquiry stance toward educational practice and policy. We will explore ways to incorporate educational research into one's everyday practice.

This course facilitates development of research skills in order for class participants become confident creators of knowledge as well as discerning consumers of research. In addition to laying a foundation of knowledge in the area of research practices and procedures, students will apply that knowledge by conducting a mini-study of their own practice. Throughout the course students will write up a brief version of each of five research sections. This serves as practice for articulation of a Masters' research proposal and final report.

The mini-study may serve as a pilot for development of the final MA thesis or project for students who have identified a thesis/project focus, and in that case students need to consult with a Committee Chair. It is not the intention of this course to have students complete their Master's Thesis/Project during the semester, but each student will have a draft of a research proposal to discuss with a potential Chair if the mini-study topic becomes the eventual Master's topic, including an introduction, review of the literature and methodology, and a draft of the IRB Human Subjects Exempt form.

Course Prerequisites

Enrollment in a Master's Program

Course Objectives

This course is designed to develop skills and knowledge about educational research practices followed by application of that skill and knowledge to an actual research mini-study. After completing this course participants should be able to:

- *Participate as a scholar in* **individual, small group and large group activities** relevant to critiquing, conducting, writing up, and publishing educational research, as developed in the **Scholarly Research Practices Assignment.**

- Use ***systematic research practices and procedures*** to identify an issue, craft a research question, search the literature, plan appropriate methodology, address Human Subjects concerns, collect and analyze data or outline a project and determine implications of a research study, as practiced in the practitioner research mini-study for the **Scholarly Research Practices Assignment**.

- *Demonstrate expertise in **one-on-one Peer Review*** by responding to early of drafts of written work by peers, as learned through the **Peer Review Assignment**.

- *Employ a well-trained critical eye to **critique published research*** by looking into the credentials of a researcher, determining the impact of the research on the field, ascertaining if appropriate research procedures were employed, and discerning whether the conclusions made flow from the data presented, as developed in an Article Review for the **Peer Review Assignment**.

- *Demonstrate knowledge of **elements of a research write-up / article** and ways to articulate each element using APA format, as practiced in the **Writing Up Research Assignment.***

- *Write up research in a scholarly manner by **describing the research process, findings or outcomes, and implications**, as practiced when writing a Research Article for a mini-study in the **Writing Up Research Assignment.***

Unique Course Requirements

The class will be conducted online in its entirety and therefore requires development of skills using course management tools in Moodle. If personal technology does not meet required speeds/standards, students may need to update their hardware or software, or complete course sessions in on-campus technology laboratories. All or part of assignments will be shared in the online environment with some or all of the course participants.

Required Texts

The textbooks are an important source of course content, and are an integral part of most sessions, so should be obtained prior to week one of the course.

Booth, W.C., Colomb, G.G. & Williams, J.M. (2008). *The Craft of Research, Third Edition*, Chicago, IL: The University of Chicago Press.

Hubbard, R.S. & Power, B.M. (2012). *Living the questions: A guide for teacher researchers*, 2nd Ed., Portland, Maine: Stenhouse Publishers.

Articles / websites / videos on various course topics are required reading/watching/browsing and will be linked in the course shell. Speak with the instructor about helpful reading strategies if assigned materials are taking too long, or if you need a reading accommodation.

Recommended APA Text / Websites

American Psychological Association. (2010). *Publication manual of the American Psychological Association, Sixth Edition.* Washington, DC: APA.

Most American Psychological Association (APA) style is accessible on the APA website at:
http://www.apastyle.org/index.aspx

The Purdue OWL site is very rich in resources:
http://owl.english.purdue.edu/owl/resource/560/01/

Cornell University Library offers formatting advice:
http://www.library.cornell.edu/resrch/citmanage/apa

Various websites offer automated citation builders as well, but beware of the downloads that come with them, and double check the style and format to avoid errors.

STUDENT LEARNING OUTCOMES

This Master's level research methods course is designed to increase awareness, knowledge and skills related to educational research from the perspective of a research practitioner and consumer. This understanding will arise from studying instructional dynamics of schools and the impact on teaching and learning. This will occur using structured activities in various groupings including: individuals, large/whole group and small groups to both learn about and apply systematic research practices. Class participants will have the necessary foundation for critiquing and systematically engaging in research to improve schooling and classroom practices toward eventually completing a Master's Thesis/Project. In addition it is a purposeful outcome that these skills and knowledge will go beyond the Master's work by developing in class participants an inquiring stance and critical eye for educational research to be incorporated into their practice.

Class participants who go on to leadership roles will be better prepared to use educational research to inform all decisions. Those completing the course will have the tools to make informed choices about future innovations in schooling, or participate in local school governance since they will be more effective consumers of research. The systematic research process is a way of making meaning in whatever future undertakings course participants may engage, as it is a fundamental skill that is applicable in multiple contexts.

GENERAL CONSIDERATIONS

School of Education Attendance Policy
Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements.* Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

*Instructor addendum to attendance policy:
In an online environment there is flexibility in time and space, and therefore all course sessions must be completed. **Notify the instructor to negotiate modified deadlines for extenuating circumstances BEFORE missing activities/assignments**. Your voice and perspective are critically important to the learning of your classmates!

Students with Disabilities Requiring Reasonable Accommodations
Course participants with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

*Instructor addendum to the accommodations policy
Please discuss the need for accommodations with the instructor at the earliest possible time to ensure success in this course. As an instructor with a disability herself, she is enthusiastic about creating the best possible learning environment for students.

All University Writing Requirement
The CSUSM writing requirement will be met in three primary ways for this course. All Forum Posts are in a written/structured format and contribute to the writing requirement. The Article Review contains additional tightened text that is a part of the required 2500 words. The final 5 section Research Article rounds out completion of the writing requirement.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Use of Technology

Course participants are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. **Keep a digital copy of all assignments and posts as a backup in the event of a Course Management System malfunction (Moodle**). All assignments will be submitted online.

Electronic Communication Protocol

Electronic correspondence is a part of a professional communication repertoire. As part of this coursework you may need to contact a professional colleague using an e-mail or online message of another sort. This form of communication has its own nuances and etiquette. For example, electronic messages sent in all upper case (or lower case) letters, with major typos, or slang may communicate more than you originally intended. Please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care. Things to consider: Would I say in person what this electronic message says? How might this message be misconstrued? Does this message represent my most professional self? If there is ever a concern with an electronic message sent to you, please talk with the author directly in order to correct any confusion.

COURSE REQUIREMENTS

There is no substitute for actually jumping in with both feet and "doing" what you are learning, so we will be conducting a mini-study throughout the semester that enables us to both learn about and engage in the process of research simultaneously. Each of the three assignments moves us along in our research endeavor, and when all class activities are summed they will result in a completed mini-research study. For students who have decided on a Master's Project/Thesis topic the mini-study may serve as a pilot for that work. In the case it is a pilot, it is critically important to be in consultation with a chair for the culminating committee to craft final details. For students who have not yet chosen a topic or determined a committee chair, the mini-study serves as practice for a later culminating Master's study that results in either a Project or Thesis write-up.

The three assignments are:
>   **60 points – Scholarly Research Practices Assignment**
>   **60 points – Peer Review Assignment**
>   <u>**60 points**</u> **– Writing Up Research Assignment**
>   **180 points – Total Points Possible**

NOTE: As adjustments are made to the course in response to student learning needs, this total may vary, but each of the three assignments will still be one third of the final grade.

<u>**Time commitment details**</u>*
National accreditation agencies set required course time standards, and allocate 9 hours per week for a three-unit course (3 in class, 6 outside class). It might be helpful to clarify that time commitment in an online environment, as the boundaries between 'in' and 'out' of class are somewhat blurred. Below is an allocation of times you should expect to spend in/outside of the online environment on various course activities as an individual, in small groups, and in large groups to complete this course successfully.

- **Individual** – **approximately three hours/week**
- **Large groups** – **approximately three hours per week**
- **Small group** – **approximately three hours per week**

*Please note the times allocated for completion of activities at each level of engagement are maximum times - some students may need less time to complete course activities. If you are noticing that you need more time, please contact the instructor for time management strategies and/or course adjustments. Please do not spend time beyond the hours per week indicated!

<u>**Suggested**</u> **Pacing Guidelines**
As we rethink the boundaries between 'going to class' and completing 'outside of class' work, we look to students who are successful learning online to see how we might make the most of this course. Students who learn effectively in the online learning environment report that they break work into shorter chunks throughout the week, rather than a larger chunk on one or two days. Students who have the most success report logging in for an hour or so a day throughout the week, or working in two hour blocks three or more times a week.

While there are technically three assignments for this course, *each assignment will be completed in a series of steps throughout the semester*. This multi-step strategy offers opportunities for multiple drafts, feedback from peers and the instructor, and a gradual completion process rather than three stress points during the semester. It does, however, mean that *every week some work will be due*.

Since classmates depend upon one another for Large and Small Group activities as well as session completion, and activities at each level build on the prior levels, suggested guidelines for completing various session activities are offered to maximize success in the course as well as deepen the dialogue among class participants. Course participants are encouraged to complete activities on the early side, and should plan to log in multiple times during the week for maximum learning and success in the course.

Generally **sessions will be released each Friday to be completely finished eight days later, on the following Saturday,** with *typical* **recommended completion days/deadlines as follows**:

Recommended completion days as follows:

- *Individual activities* **– Fri-Sun**
    - o   Session preparation by Sun 11 PM (48+ hours after release) and
- *Large group activities* **– Sun-Tue**
    - o   Initial post by Sun 11 PM (48+ hours after release),
    - o   Follow up posts by Tue 11 PM (96 hours+ after release)

- *Small group activities* – **Tue-Thu**
  - Initial post by Tues 11 PM (96 hours+ after release),
  - Follow up posts by Thu 11 PM (144 hours+ after release)
- *Individual activities* – **Thu-Sat**
  - Assignments/reflection/self-evaluation/course format feedback by Sat 11PM (192 hours after release)

From time to time the order or nature of the session activities varies, and therefore recommended **due days vary** as well for a particular session, activity or assignment, so **follow session instructions carefully**.

Note that the release dates for a new session overlap the due date for the previous session by one day. This intentional overlap is designed to maximize flexibility of timing to accommodate many different student schedules.

Course Assignment Details

60 points – Assignment One: Scholarly Research Practices

- *20 points* – **Individual:** This level of engagement involves session preparation and reflection, which contributes to assignment construction. **This investment of time is critical to success in the course**. Preparation involves reading/watching to prepare for session activities. Reflection involves searching, thinking, reflecting, and writing about *a research topic using appropriate conventions*. You will also have opportunities to reflect on *your development as an educational researcher* by evaluating your level of engagement, quality of interaction, and commitment to accepted research practices. Individual efforts are captured in a number of ways but primarily through entries in a **reading response, reflection journal or a course check-in response for 2 points per week, as well as completion of assignments.**

- *20 points* – **Large group (typically whole class):** This level of engagement involves joining a dialogue about issues, processes and practices of education research. **Discussion forums** typically involve an initial post in response to a prompt, with follow up posts in response to classmates with guidelines.

  Forum prompts are structured in a way that requires concise responses rather than streams of consciousness. It will be necessary to **revisit the large group forum several times throughout the week to read through posts made before and after yours to follow the discussion.** The dialogue is captured in a number of ways but primarily through **large group forum posts and responses worth 2 points per week. Thoughtful participation in course discussions is a key part of this online learning environment.**

- *20 points* – **Small group (typically two-four students):** This level of engagement functions as a debriefing, and peer feedback area each week. Peer interactions in small group collegial dialogue is an important part of sifting through course material for the week and considering multiple perspectives on education research through sharing your own work. **Your active participation is critically important, and group consensus may be required.** Small group interactions are captured in a number of ways but primarily through **small group forum posts / responses worth 2 points per week, and through peer review assignments.**

Course participants are encouraged to complete activities as early as possible in the week. The large / small / individual levels of engagement are designed to teach/develop skills relevant to becoming an accomplished producer and consumer of educational research. As adjustments are made to tailor coursework to student learning needs, relative numbers of points at each level of engagement may vary, and each week may include one, a few or all levels.

There are several types of participation, and you should be aiming for Type 5 during each session activity to earn full credit, while trying to avoid being Type 1.

Example levels of Scholarly Participation include:

Type 5: The interested/engaged citizen – You:
- Leave class sessions wondering (pondering / uncertain / surprised / speculating / questioning / struck / stuck / amazed / caught up, etc.) and excited about your contributions to the dialogue and how those of others impact your thinking
- Challenge other group members (small and large) respectfully
- Ask insightful questions
- Make contributions that extend the class readings/viewings/events/issues
- Refer to specific lines in the text and relevant classroom experiences when appropriate
- Participate regularly and feel a sense of belonging with the group (inclusion with them, responsibility for them)
- Share the collective spaces, neither dominating nor intimidating others nor remaining in the shadows
- Are well prepared by thorough reading and thinking BEFORE joining the group
- Demonstrate clear evidence of engagement, critical friend skills, comments based on specific reliable sources, and provide a reflective interface with all course readings / viewings / browsings.

Type 4: The responsible student – You:
- Leave class wondering (pondering / uncertain / surprised / speculating / questioning / struck / stuck / amazed / caught up, etc.) and glad you thought of something to contribute, determined to have a deeper contribution next time, but pleased that contributions of others helped push you to think
- Ask questions, often for clarification rather than to probe or deeply understand
- Make contributions that are related to the readings
- Refer to text and experiences in contributions most of the time
- Participate regularly
- Share collective space, neither dominating nor intimidating nor remaining in the shadows
- Are prepared by reading and thinking BEFORE joining the group
- Show evidence of engagement, some critical friend skills, most comments you offer are based on reliable sources that are usually indicated, and include thoughtful interaction with most course readings / viewings / browsings.

Type 3: The caught up in the moment student – You:
- Leave class wondering (pondering / uncertain / surprised / speculating / questioning / struck / stuck / amazed / caught up, etc.) thanks to the contributions of others
- Contribute your perspective based on experience but not informed by readings, a more "in the moment" response to others' comments
- Sometimes participate, sometimes not
- Sometimes prepare, sometimes not
- Show some evidence of engagement, a few critical friend skills, some comments based on mostly reliable sources that are sometimes mentioned, others are mostly opinion not backed up, and there is an indication that some of the course readings / viewings / browsings have been done.

Type 2: The anonymous spectator – You:
- May or may not leave class wondering (pondering / uncertain / surprised / speculating / questioning / struck / stuck / amazed / caught up, etc.) thanks to the contributions of others
- Ask yourself insightful or probing questions; engage yourself in thought
- Attend and listen attentively to others' contributions and may find them interesting
- Do not regularly contribute to the group, and may not know group members very well
- Prepare in a hit and miss way, and you strive to do better but are a bit hasty

- Occasionally engage, with rare use of critical friend skills, comments mostly consisting of thinly informed opinion, and only an occasional sign that a course reading or two has been completed.

Type 1: The outsider - You:
- Sometimes join the groups, sometimes not
- Arrive late, Leave early
- Drop in and out
- Log in then walk away from the computer, or begin to multi-task checking in infrequently
- Feel disengaged (for a variety of reasons), not included, not responsible to the group
- Assume it is someone else's fault you are not engaged
- Are absent, frustrated, focused on your own needs without regards to classmates; make a rare contribution to class, are rarely prepared, and are not exhibiting good scholarly research skills.
- **Students operating at this level of engagement will not pass the Scholarly Research Practices Assignment**

60 points – Assignment Two: Peer Review

Peer review in educational research refers to screening of submitted proposals or manuscripts, and encourages authors to meet accepted standards of their discipline. It is designed to prevent dissemination of irrelevant findings, unwarranted claims, unacceptable interpretations, and personal views. Publications that have not undergone peer review are likely to be regarded with skepticism by scholars and professionals.

An important part of conducting educational research is development of a critical eye for quality and reliability of text, a process that forms the underpinning of Peer Review. In this course we will explore the process of peer review in two ways: by serving as 'critical friends' to classmates as they write up their mini-study and prepare an IRB form, and by reviewing a published article.

- *40 points (8 points / each of 5 reviews)* – **Review of classmates' written drafts of text**
- *5 points* – **Self evaluation of mini-study research article**
- *15 points* – **Review of a published research article**

Review of classmate's written text – This activity is equally important for developing the reviewer's critical eye as for providing helpful suggestions for a peer. Peer review is an important skill of an education researcher. **Five times during the semester** students will provide focused feedback to a classmate on drafts of various assignments using Peer Review strategies on: four draft sections of a research write up (1, 2, 3, 4/5), and an Institutional Review Board (IRB) practice form. **Peer feedback forms** will be provided to facilitate development of an accomplished critical eye. In addition to suggesting ways to improve for a peer, you will reflect on your own development as a peer reviewer. Scoring guidelines will be provided. **Time is of the essence** when responding to classmates' text, so negotiate due dates with your partner peer reviewer to meet the needs of each author.

Grades for the Peer Review assignment are determined according to a Rubric attached in Peer Review sessions and in the course header.

Self-evaluation – you will reflect on your work writing up your mini-study, and turn your discerning critical eye toward a critique of the article you wrote about your mini-study. A form is provided for the self-evaluation, and the grade is based on the thoughtful and honest appraisal of each element of your research article.

Review of a published research article – Research does not occur in a vacuum, so an important part of your educational research learning process will involve searching for, reading, and assessing the caliber of published research for its relevance to your study, your practice more generally, and the field of education. Throughout the semester we will learn to critically examine the quality of the research behind an article.

Article Review elements include the following:
- *Review introduction*: Bibliographic citation, article content overview, authorship, audience, impact using Social Sciences Citation Index
- *Body of Review*: analysis of each element of a research article
    o Introduction (research problem/relevant literature),
    o Methodology (clarity, appropriateness, validity/reliability, ethical considerations, quality of analysis),
    o Results / Findings (clearly presented, backed with evidence),
    o Discussion / Conclusion (alignment of findings and conclusions, placement within findings of other studies, appropriate recommendations, limitations)
- *Review conclusion*: Reflection on the article's alignment with reader needs, timeliness, cultural sensitivity, omissions/errors, level of insight, structure appropriateness, lack of bias, level of ethical research practices, etc.
- *Nature of the document*: Answer the questions, "Is this a research article? Why or why not?
- *Quality of writing*: Ranking the caliber of writing, clarity and freedom from errors
- *Article Reviewer Self-evaluation:* Using the Scholarly Critical Friend rubric, rank yourself as a reviewer

Grades for the Article Review will be based on the degree to which the guidelines have been met as described in assignment guidelines located in the session.. This Article Review will also be evaluated using the GWAR Rubric, located on the following website, along with general information about the requirement:
https://www.csusm.edu/policies/active/documents/graduate_writing_assessment_requirement.html

GWAR refers to the Graduate Writing Assessment Requirement, and must be completed before a graduate student advances to candidacy. This requirement can be met by an acceptable standardized test score (e.g. GMAT or GRE) or by a paper that receives a passing score. For Article Reviews that are close but not quite passing, the mini-study Research Article will also be considered as part of GWAR passage. Please visit the website for further details.

60 points – Assignment Three: Writing Up Research Assignment

All semester we will be going through the steps of the systematic research process and engaging in dialogue about our thinking and practice as we complete a mini-study. In this assignment, completed throughout the 15 weeks, we will articulate that process in writing by developing an abridged version of each of the five sections of a research report/article. This mirrors the process of writing up the Master's Thesis or Project. Two elements make up this assignment:

- 50 points – Writing Research Article in 5 sections, 10 points for section one, 15 points each for section 2-3; 10 points for section 4/5

- 10 points – Completing Human Subjects, CSUSM Institutional Review Board (IRB) exempt form

Research Article – You will document your mini-study process and findings or resulting project outline in a 5-part Research Article format through multiple drafts. Each section of the article will evolve from our weekly individual, small group and whole group activities into a 1-2 page section that includes the key elements for a Master's project or thesis write-up. Early drafts of each section will be peer reviewed by classmates. The sections are as follows, although they may go by a variety of names:

- ***Introduction*** – Statement of Problem and Research Question
- ***Literature Review*** – Theoretical Framework that clarifies lenses through which your research will be conducted, perspectives you will consider, and gaps that led to your study
- ***Methodology*** – Plans for undertaking the research with regards to who / what / when / where / how things will be collected, analyzed, displayed
- ***Findings/Outcomes*** –
  - If a thesis write-up will be the culminating Master's option - Data analysis assertions backed by evidence using various data display strategies for thesis style findings;
  - If a Project is the culminating Master's option - Outline of work to be completed (e.g. curriculum development/guidebook/webpage, etc.)
- ***Implications/Conclusions*** – The "So What?" of the research endeavor, including implications, limitations, and further questions that arise from the study

Human Subjects / IRB form – Once the second draft of the first three sections (which form a research proposal) are complete it is time to fill in a Human Subjects form. This is required as part of the research process for your Master's, and must be approved by the Institutional Review Board (IRB) when you are completing your culminating Master's work. In this class we will be only practicing form completion and will not submit it to the IRB. You will work with your Chair when the time arises to prepare the appropriate form.

Depending upon the research endeavor, researchers must use the Full, Expedited or Exempted research forms. This process ensures that any human beings studied are safe from harm or exploitation. After completing several training modules, you will practice completing the Exempt form, answering all questions in accordance with the requirements of that form. Those who have settled on a research topic and determined with their Chair that they need the expedited form may substitute its completion for this part of the assignment if desired. Speak to the instructor about that option.

A scoring rubric will be provided in the session in which you complete the form. If you download the form with a Macintosh computer, be sure to follow the Special Instructions for Mac users provided on the website. Forms are available at: http://www.csusm.edu/gsr/irb/forms.html

Grading Standards

The grading scale is out of a total possible of 180 points.

NOTE: As adjustments are made to the course in response to student learning needs, this total may vary, but each of the three assignments will still be one third of the grade.

A	167 – 180	93 – 100%
A-	162 – 166	90 – 92%
B+	157 – 161	87 – 89%
B	149 – 156	83 – 86%
B-	144 – 148	80 – 82%
C+	139 – 143	77 – 79%
C	131 – 138	73 – 76%
C-	126 – 130	70 – 72%
D+	120 – 125	67 – 69%
D	113 – 119	63 – 66%
D-	108 – 112	60 – 62%
F	< 108	< 60%

Tracking Progress

Use the Grades tool in the left column of Moodle to track your progress in the course. Grades will be continuously updated throughout the semester.

Policy on Late Work

All session activities and assignments should be completed and submitted into Moodle. In the event of an emergency situation notify the instructor and request an extended deadline. Extensions are not automatic. Late assignments may be docked up to 10% per day late.

Some Tips for Online Success

- **Receiving too many emails? Use "unsubscribe" settings** in your profile to eliminate having all postings being emailed to you
- **Ask a lot of questions**. No question is silly, but suffering in silence IS silly! Ask classmates or ask the instructor – we are all here to help! Use the Community Commons for questions and answers (in course header)
- **Problems with technology? Use the Student Help Desk** right away! They are **available by phone, email and on the bottom floor of the library through the doors facing Craven Hall, 760.750.6505, or sth@csusm.edu.**
- **Pace work online throughout the week** – the most successful online students log in most days of the week for an hour +/- to complete sessions in small bites rather than at one sitting
- **Students who try to complete whole sessions in one sitting near the end of the week struggle in this course**.
- **Read all instructions thoroughly, watch all course videos/mini-lectures, complete all assigned readings**
- **Complete sessions systematically**, keeping track of work completed, and what is left to do
- Activities in each session are built on prior activities in the same session as well as activities from earlier sessions, so **be sure to complete activities in order** as much as possible
- **Stay connected to classmates/instructor** using course mail, course commons, chat or request a phone call
- **Make assignments work for you** – let the instructor know of specific learning goals you have to be sure you reach them through adjustments of sessions / assignments
- **If sessions are taking too long, immediately contact the instructor** who will make adjustments! Do not suffer in silence!
- **Keep up with course sessions** – it is hard to catch up once you get behind
- **Engage fully and enthusiastically in all course sessions** – come to learn!

TENTATIVE SCHEDULE/COURSE OUTLINE
Subject to Change as needed

During each week students work individually, in large groups, and in small group forums. All sessions involve reading/watching session materials and responding. Only additional assignments will be listed under "Assignment" so be sure to read all session instructions carefully.

Date	Topic	Reading/Assignment (see * above)
Session 0 8/15-23	**How does learning to be an Educational Researcher work in an online environment?** **Course process and expectations**	Practice course activities Review syllabus Update hardware and software Order/obtain textbooks
SESSION	**PREPARING THE RESEARCH PROPOSAL**	
Session 1 8/22-30	**What counts as education research?** **Articulating problems/issues**	CR Chapter 1 LQ Chapter 1 Article linked in Session 1
Session 2 8/29-9/6	**Where does a research question come from? From problem to question** **Section One –** **Statement of Problem/Question** **Section One Rubric**	CR Ch 2-4 LQ Ch2 Research Article Draft 1 Section 1 Peer Review of Draft 1 Section 1 Revise Section 1 after Peer and Instructor Feedback
Session 3 9/5-13	**Am I the only one with that question?** **Locating and evaluating sources** **Visiting Education Librarian**	CR Ch 5 & 6, and p 283-311 Sources 1-4

Date	Topic	Reading/Assignment (see * above)
Session 4 9/12-20	**How do I become part of the larger conversation?** **Looking for patterns and themes** **Section Two – Review of the Literature** **Section Two Rubric**	LQ Ch 6 Sources 5-8 Draft 1 Section 2 Peer Review – Draft 1 Section 2 *Assign/choose research method* *Create share sheet – Due 9/25*
Session 5 9/19-27	**~CONSTRUCTION ZONE~** **Literature Review**	Sources 9-10 Draft 2 Literature Review Draft 3 Introduction
Session 6 9/26-10/4	**What are characteristics of various research methods?** **Section Three – Methodology**	LQ Ch 3 (minus – *Permissions and Ethical Issues section p. 63-69 and Fig. 3.6*) Share Sheet – 1 research method Choose research method
Session 7 10/3-11	**What data might help answer the question?** **Or what question might that data answer?** **Data Collection** **Section Three Rubric**	LQ Ch 4 Draft 1 Section 3 Peer Review – Draft 1 Section 3 *Coming up for Sessions 10 and 11* *Over next two weeks, collect student data – something you would collect as a normal course of events – something you measure with numbers, and some sort of text for analysis*
Session 8 10/10-18	**Ethical Principles of Research Human Subjects Training Institutional Review Board (IRB)** **~CONSTRUCTION ZONE~** **Draft Two Methodology – Section Three** **IRB Exempt Form (Ask about Expedited Form Alternative)** **IRB Rubric**	LQ Permissions & Ethics pp.63– 69 plus Figure 3.6 CITI (optional but advantageous)/ IRB Training Draft 2 Section 3 Draft IRB Peer Review – Draft IRB Revise IRB based on Peer Feedback
SESSIONS 9-12	**DEEP THINKING DATA ANALYSIS & CONCLUSIONS CHAPTERS 4 & 5**	

Date	Topic	Reading/Assignment (see * above)
Session 9 10/17-25	**Crafting measurement tools** **How does organizing and displaying data assist in analysis?** **Asking good questions, making good observations, recording what we see/hear/experience**	Readings on crafting tools and recording data Create measurement tools *Reminder you need to have collected two forms of data for Sessions 10 and 11 (Qualitative then Quantitative)*
Session 10 10/24-11/1	**How does organizing and displaying data assist in analysis?** **Qualitative Data Analysis** **Displaying Data** **Making Assertions**	LQ Ch 5 Data Analysis
Session 11 10/31-11/8	**How does organizing and displaying data assist in analysis?** **Quantitative Data Analysis** **Displaying Data** **Making Assertions**	CR Ch 15 Data Analysis
Session 12 11/7-15	**How do we make a case/claim and back it with evidence?** **What about counter-arguments?** **How do we share the outcomes of a project in a way that solves the problem or answers the question?** **Section Four – Findings / Making a case or Outlining a Project Outcome** **What are the implications of findings/outcomes?** **On the field? On practice?** **Section Five – Implications – So what?** **Section 4/5 Rubric**	CR Ch 7-10 & Conclusions pp. 244-248 Draft 1 Section 4 & 5 Peer Review Draft 1 Section 4/5
SESSION 13-14	**PUTTING YOUR CRITICAL EYE TO WORK** **ARTICLE REVIEW**	

Date	Topic	Reading/Assignment (see * above)
Session 13 11/14-22	**~CONSTRUCTION ZONE~** **Research Article Sections One – Five** **Revisiting/Revising Change tense/Align information Organization, argument, style & form** **Final Research Article Rubric**	LQ Ch 7 CR Ch 12-14,16 & 17 Ch 1-5 Internal Consistency / Form Self Evaluation
11/28-29	**THANKSGIVING BREAK**	GOBBLE - GOBBLE
Session 14 11/21-12/6 Spans Two Weeks	**~Two week CONSTRUCTION ZONE~** **Elements of an Article Review** **Peer Feedback** **Article Review Rubric GWAR Rubric**	Read article Draft 1 Article Review – Due 12/1-3 Peer Feedback – Due 12/3-5 Negotiate Due Dates with your Peer Reviewer Draft 2 Article Review
FINAL WEEK	**SUSTAINING A RESEARCH AGENDA**	
Session 15 12/5-8 Shortened	**Sustaining a researcher's stance**	Article Review Final Revision LQ Ch 8 Action Plan Plans for Going Public

If it is taking you more time than 9 hours to complete any session STOP and immediately contact the instructor who will make suggestions or session adjustments.