



EDUC 622
Research Methods in Education
CRN #45606

Online Course
Fall 2013

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
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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
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COURSE DESCRIPTION

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.

MARION: This core course is designed to introduce educational practitioners to the field of educational research. 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.

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 ‘chapters.’ 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 focus.

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 **systemic 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, 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 drafts of written work by peers, as learned through the **Peer Review Assignment**.
- *Employ a well-trained critical eye to critique published research* through looking into the credentials of a research scholar, determining the impact on the field using the Social Science Citation Index, ascertaining if appropriate research procedures were employed, and discerning whether the conclusions made flow from the data presented, as developed while writing an Article Review for the **Peer Review Assignment**.
- *Fully describe elements of a traditional five-chapter research report* 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 outlining the research process, findings, and implications* in a traditional formal manner that mirrors writing a Master's Thesis, as practiced when writing a Research Article for a practitioner research mini-study in the **Writing Up Research Assignment**.

Unique Course Requirements

The class will be conducted entirely online, and assignments will be shared in the online environment with some or all of the course participants.

Required Texts

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.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners.

(Approved by CCTC in SB 2042 Program Standards, August 02)

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, pairs, small groups and whole 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 teaching practice as they complete a Master's Thesis/Project.

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, as they 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.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

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*).

This course: In an online environment there is room for flexibility in time and space, and therefore all course activities including discussion 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

Candidates 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.

Please discuss the need for accommodations with the instructor at the earliest possible time to ensure success in this course. Due to her own disability accommodation she is very willing to work to support your learning.

All University Writing Requirement

The 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:

Candidates 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 for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Class participants should contact the Student Help Desk: 760-750-6505 or sth@csusm.edu immediately with any technology questions, no matter how small. Do not let technology get in the way of your learning! If your home internet connection is not high speed, please complete course sessions using campus technology labs. Moodle has the highest functionality using the Firefox browser, and using other browsers may not enable you to complete all aspects of course sessions.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, 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 specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Some Tips for Online Success

- Receiving too many emails? Use “unsubscribe” settings 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.
- 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 gorging at one sitting
- Read all instructions thoroughly, watch all course materials
- 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 your educational research goals 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!

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. For students who have not yet chosen a topic the mini-study serves as practice for their later culminating Master’s work.

The three assignments are:

- **60 points – Scholarly Research Practices Assignment**
 - **60 points – Peer Review Assignment**
 - **60 points – Writing Up Research Assignment**
- 180 points – Total Points Possible**

Chunking of larger assignments

Each assignment will be completed in a series of steps throughout the semester. Expect to complete parts of these larger assignments on a weekly basis. Written assignments are developed through multiple drafts with peer and instructor feedback and revision.

Suggested pacing guidelines

Throughout the semester you will engage in primarily in three levels of scholarly endeavor. These levels of engagement are designed to teach/develop skills relevant to critiquing, conducting, writing, and publishing educational research, and are all **characteristics of a scholarly learner**.

Since activities at each level build on the prior level, **suggested mid-week deadlines** were established for the individual, large group and small group session activities. Course participants are encouraged to complete activities **as early as possible in the week**.

These guidelines for completion are offered to maximize success in the course as well as deepen the dialogue among class participants. Generally **sessions will be released each Friday** with **recommended completion days as follows**:

- **Individual activities – Fri-Sun**
 - Session preparation by Sun 11 PM (48+ hours after release) and
- **Large group activities – Sun-Tue**
 - Initial post by Sun 11 PM (48+ hours after release),
 - 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 **due days vary** as well for a particular session, activity or assignment, so **follow session instructions carefully**.

Course Assignment Details

60 points – Scholarly Research Practices Assignment Overview

- 20 points – **Individual** – This level of activity often comes in two segments, as bookends at the beginning and the end of a session, and consist of:
 - **Session preparation** such as reading / watching / searching / writing / thinking, etc., completed at the beginning of the session, and captured in a number of ways but primarily through high caliber interactions in small and large group forums measured as levels of engagement and readiness for class interactions
 - **Reading/watching/searching** are essential skills of education researchers, and in an online environment serve as primary means of accessing course content. Students who ‘skip’ these steps will find themselves feeling confused and disconnected from other session activities. Strategies for efficiently completing these important researcher skills will be offered throughout the course
 - **Writing and thinking** are critical structures education researchers use for making meaning of content, and in this course help us mull over multiple perspectives on the way to constructing knowledge.
 - **Assignment construction/reflection/self-evaluation**, captured in a number of ways but primarily through a response journal toward the end of the session. Prompts are provided to frame reflective journal entries that are solely between the instructor and student
 - **Assignment construction** – Each assigned task throughout the course has a purpose, and is designed to develop skills of a researcher. Students who commit to and invest the time in assignments will find themselves deepening their understanding of what it means to sift through information on the way to ‘mastery’ of a topic/issue under study
 - **Reflection** – It is through reflection education researchers process the myriad pieces of information taken in through the preparation phases of research. Students who take the time to fully engage with these steps will regularly experience ‘aha’ moments, when all the seemingly disparate pieces we explore begin to fit into place.

- **Self-evaluation** – An important part of learning is to become aware of your place in the learning continuum. This process offers an opportunity to rate your own performance with respect to scholarly research practices, and is a critically important element of your final grade. It is designed to both make sure you become acquainted with the rubric for the assignment, and that you hold yourself accountable for a high level of scholarly research practice throughout the course.
 - **Time allocation** – In order to meet **accreditation requirements**, course sessions devote **about three hours per week to individual work** and reflection*. This investment of time is critical to success in the course.
 - **Pacing** –
 - Session preparation activities completed by Sun 11PM (48 hours after Fri release),
 - Assignments/reflection/self-evaluation/course format feedback activities due Sat by 11PM (196 hours after release).
- 20 points – **Large group** – This level of activity involves joining a dialogue about issues, processes and practices of educational research, captured in a number of ways but primarily through forum posts in response to prompts. The whole group level of engagement functions as a place to explore multiple perspectives around issues, and consists of:
 - **Discussion forums** – These typically involve whole or half class interactions, and involve an initial post in response to a prompt, with follow up posts in response to classmates with guidelines for the follow up format.
 - Forum prompts are typically structured in a way that requires concise responses prepared off line that are then posted rather than streams of consciousness.
 - It is necessary to revisit the large group forum several times throughout the week to read through posts made before and after yours, respond, and follow the discussion.
 - The earlier in the week classmates post and the more frequently we all drop in, the better quality whole class discussion we have!
 - Liken the large group forums to a whole class discussion, and follow the conventions expected for such interactions including acknowledging prior contributions, agreeing or disagreeing with earlier posts and explaining why, asking questions of earlier classmates' posts when appropriate.
 - The purpose of the large group is not parallel separate soliloquies, but rather interactive dialogue from multiple points of view around the same issues under discussion.
 - **Time allocation** – In order to meet accreditation requirements, course sessions devote about three hours per week for whole class forum postings / responses*. This investment of time is critical to success in the course.
 - **Pacing** –
 - Initial posts due by Sun 11PM,
 - Follow-up posts by Tues 11PM
 - Late posts – Students who miss the deadlines for posting need to summarize the forum discussion in their own words in order to get any credit for the posts. Twenty-four hours after the deadline it is too late to post for any credit.
- 20 points – **Small group** – This level of activity involves engaging with a small group of classmates to discuss/respond to questions or prompts, or come to consensus and is captured primarily through **small group interactions** and **consensus statements**
 - **Discussion forums** – This level of engagement functions as a debriefing area to prepare for assignments, deepen thinking, offer and ask for peer feedback, and come to consensus around issues under consideration. Peer engagement is a critical part of the research process and your individual success in this course.
 - Typically four or five students
 - Prompts frame initial posts, and guidelines for responding to group members are provided
 - Skills and knowledge learned are used to frame a collegial dialogue among group members
 - Purpose is to process session concepts and readings, and raise the quality of assignments through preparation / discussion / consideration of opposing viewpoints
 - Small groups are formed a number of ways, including signups, random placement, choice by topic or first fill group one, then begin group two, etc.
 - Students are encouraged to form different groups regularly to hear multiple perspectives and challenge their thinking. Groups that think alike don't push education researchers effectively!

- The instructor may enter small group discussions in order to score participation by all group members, but less often participates.
- **Time allocation** – In order to meet accreditation requirements, course sessions devote about three hours per week for small group activities*. This investment of time is critical to success in the course.
- **Pacing** –
 - Initial posts due by Tue 11PM
 - Follow up posts by Thurs 11PM

**Please note the times allocated for completions of activities at each level of engagement are maximum times, meaning some class participants may need less time to complete course activities. If you are noticing that you need more time, please contact the instructor for learning strategies / time management strategies / or adjustments. You are not expected to spend excessive time beyond the 9 hours per week indicated and required by accreditation!*

Scholarly research practice grades are based on the following rubric. There are several types of participation, and you should be aiming for Type 5 during each group activity to earn full credit, while trying to avoid being Type 1.

Rubric for Scholarly Research Practices Assignment

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 / browsing.

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 / browsing.

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.

60 points – Peer Review Assignment

Peer review 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 (5 points/review) – **Review of classmates' written drafts of text**
- 20 points – **Review of a published research article**

Review of classmate's written text – This activity is equally important for developing your critical eye as for providing helpful suggestions for a peer. Peer review is an important skill of an education researcher.

- Eight times during the semester students will provide focused feedback to a classmate on drafts of various assignments using Peer Review strategies on:
 - Each of 5 sections of a research write up,
 - Institutional Review Board (IRB) form,
 - Final edit of the completed research write up, and
 - Article review of a published article.
- **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 on the form
- **Pacing** – 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

The following general rubric outlines how to score the quality of feedback you provided in Peer Review:

Critical Friend Rubric for Review of Classmate's Written Drafts

Type 5: The Critical Advocate

This CF listens carefully to the type of feedback requested by a partner, reads the text carefully using that lens, and provides first praise for specific strengths in the piece, and then offers multiple thoughtful suggestions for improvement and asks questions to stimulate thinking.

Type 4: The Careful Listener

This CF listens to the type of feedback requested, browses the text generally, and either offers strengths of the piece, suggestions for improvement or asks questions for clarity.

Type 3: The Effective Editor

This CF half listens to the type of feedback requested, goes right to the text looking for typos/grammatical problems and marks up the text, then hands it over and says, “that’s really good, just a few typos and grammatical edits needed.”

Type 2: The Vacuous Cheerleader

This CF impatiently listens, browses the text and says, “great job, I have no suggestions for improvement.”

Type 1: The Non-Responder / Non-Participant

This CF apologizes for not reading the text or your request for a specific sort of feedback. They suggest just scoring each other as “fantastic” and calling it a day. They may have little or no substantive text of their own to share.

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 and the field. Early in the semester we will locate articles to inform our research question, learn to write an annotated bibliography, determine ways to look for patterns in the literature, and critically examine the quality of the research behind the article. One of these articles, or one provided will then later serve as a focus to craft a more formal written Article Review. Please use the format outlined by the University of Saskatchewan Education & Music Library as the guide for this Article Review assignment.

University of Saskatchewan Education and Music Library Guide to Article Review**Critical Reviews of Journal Articles**

www.bcf.usc.edu/~genzuk/Reviews_Journal_Articles.pdf

Article Review elements include the following, but be sure to view the Education and Music Library website for detailed assignment parameters:

- **Review introduction:** Bibliographic citation, overview, authorship, audience, impact using Social Sciences Citation Index
- **Body of Review:**
 - Introduction (research problem/relevant literature),
 - Methodology (clarity, appropriateness, validity/reliability, ethical considerations, quality of analysis),
 - Results / Findings (clearly presented, backed with evidence),
 - Discussion / Conclusion (alignment of findings and conclusions, placement within findings of other studies, appropriate recommendations, limitations)
- **Review conclusion:** Alignment with reader needs, timeliness, culturally sensitive, omissions/errors, level of insight, well structured, appropriate length, lack of bias, ethical
- **Self-evaluation:** For the self-evaluation component of the article review you will reflect on your choice of an article to review, the completeness of your response to the assignment prompt, and the evidence of a discerning critical eye in your critique of the article.

**Scoring Criteria for Article Review
Graduate Writing Assignment Requirement (GWAR) Rubric**

The CSUSM Graduate Office requires that all Master’s students pass a writing requirement. The Article Review has been chosen as the writing sample that must pass the Graduate Writing Assignment Requirement (GWAR) using a Rubric and scoring pass rates described at the website indicated below. Your grade for the article review will be determined by the degree to which it aligns with the assignment instructions, the format and quality of each element, and the score on the GWAR rubric scale. The GWAR ranking will translate into an assignment score out of 20 points, with a separate “pass” notation for GWAR.

http://www.csusm.edu/policies/active/documents/graduate_writing_assessment_requirement.html

60 points – Writing Up Research Assignment

All semester we will be going through the steps of the systematic research process and engage in dialogue about our thinking and practices as we proceed. 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 typical research report. This mirrors the process of writing the Master's Thesis. Some of you may decide to expand the "mini-study" into a pilot for your thesis work although that is not required. Three elements make up this assignment:

- 50 points – Writing Research Article in 5 sections, 10 points/section
- 10 points – Completing Human Subjects, CSUSM Institutional Review Board (IRB) form

Research Article – You will document your mini-study process and findings 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 2-3 page section that includes the key elements for a traditional Master's thesis chapter. Early drafts of each section will be peer reviewed by classmates. The traditional sections/chapters 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 the lenses through which your research will be conducted and the perspectives you will consider
- **Methodology** – Plans for undertaking the research with regards to who / what / when / where / how things will be collected, analyzed, displayed
- **Findings** – Data analysis in the form of assertions backed by evidence using various data display strategies
- **Implications/Conclusions** – The "So What?" of the research endeavor, including implications, limitations, and future questions that arise from the study

Human Subjects / IRB form – Once the second draft of the first three sections/chapters are complete, aka The Research Proposal, it is time to fill in a Human Subjects form for approval by the Institutional Review Board (IRB). Depending upon the research endeavor, researchers must use the Full, Expedited or Exempted Research Forms. This process ensures that any humans being studied are safe from harm or exploitation. After completing several training modules, you will complete the appropriate form, answering all questions in accordance with the requirements of that form. Forms are available at: <http://www.csusm.edu/gsr/irb/forms.html>

Rubric for Human Subjects / IRB form

Outstanding – All information is completely filled out, with each prompt/question answered fully. Details about the study match those in the Research Proposal. Answers are concise, focused and address specific consideration of protecting human subjects. The appropriate form has been chosen.

Average – Most information is filled out, with most prompts/questions answered. Most details match those in the Research Proposal. Answers are fairly concise, and focused, and address protection of human subjects to some degree. An acceptable form has been chosen.

Unacceptable – Information is missing from some sections of the form, with several prompts unanswered. Some details match the research proposal, but others do not. Answers are wordy and ramble, and consider the needs of the researcher over protecting human subjects. The wrong form has been completed. **The correct form must be filled in completely to earn a grade on this assignment.**

Self-Evaluation – After completing each section/chapter of the Research Article that reports the research process and findings of your mini-study, you will evaluate your progress as a graduate level writer who addresses all elements of a traditional section/chapter, appropriately uses APA format, and clearly articulates the research process, findings and conclusions for your reader, using the form provided in Moodle. This self-evaluation consists of a reflection worth 2 points/section.

Rubric for Research Article / Sections of the Writing Up Research Assignment

Outstanding – Section/chapter is fully fleshed out, engaging, and well-articulated. Well-crafted language pulls the reader into the paper awaiting the next idea with interest. All parts are present, language is clear and paragraphs flow coherently from one to the next, each section is well articulated in a concise way, and all sources are listed/cited. There are no obvious errors in grammar / punctuation / spelling as checks / edits have been performed and revisions made.

- Section 1 – Problem is stated clearly, research question is appropriate to explore problem, and a clear overview of study is provided
- Section 2 – At least 10 high caliber citations (for mini-study/20 for thesis) are used to outline pertinent knowledge in the field that serves as a foundation for understanding the issue as well as the backdrop for analysis of the study data; Key themes are identified in the literature and individual studies appropriate to the theme are cited in the text; All bibliographic references are cited in the chapter
- Section 3 – An appropriately chosen method is clearly described in a way that helps a reader envision the procedures to be used, including data to be collected, and the means of analysis is clearly outlined;
- Section 4 – The analysis consists of assertions supported by ample evidence, extraneous evidence has not been included, and data is clearly displayed to support analysis;
- Section 5 – Implications of the study are explored, as well as limitations, and further questions.

Average – Most parts are present and stated clearly and concisely; text is interesting, clear and effectively articulated and keeps the reader moving through the paper, most paragraphs flow smoothly from one to another with logical connections, most analysis is clearly linked to sources; There are few errors in grammar / punctuation / spelling, so reader clearly understands most of the text; Most sources are cited in text and in reference section

- Section 1 – Problem is stated fairly clearly, research question is somewhat appropriate to explore problem, and an overview of study is provided
- Section 2 – Almost 10 decent citations (for mini-study/20 for thesis) are used to outline pertinent knowledge in the field that serves as a foundation for understanding the issue as well as the backdrop for analysis of the study data; Some key themes are identified in the literature, and some of the individual studies appropriate to the theme are cited in the text; Most bibliographic references are cited in the chapter
- Section 3 – A somewhat appropriate method is described in a way that helps a reader envision the basic procedures to be used, including data to be collected, and the means of analysis is outlined;
- Section 4 – The analysis consists of assertions supported by some of the evidence, and data is displayed to support analysis; Some extraneous data is included
- Section 5 – Implications of the study are mentioned, as well as some of the limitations, and there is some indication that further study might be helpful.

Unacceptable – Several parts are missing, vague or have rambling descriptions; Many parts are not well fleshed out, language is unclear and paragraphs do not flow from one to the next, there are few connections between sections of the chapter; The paper is hard to follow and the poor writing blurs the message for the reader; Readers are easily distracted from the points being made. analysis is sketchy and lacks logic and connection to text, Evidence for the analysis is thin to non-existent, grammar / punctuation / spelling errors interrupt reader's comprehension, few if any sources are cited and the reference section is too brief or missing. **This draft must be revised and resubmitted to earn a final grade.**

- Section 1 – Problem is stated poorly, research question is inappropriate to explore problem or unrelated to the issue/problem, and no overview of study is provided
- Section 2 – Too few citations of somewhat questionable reputation are used to outline tangential knowledge in the field that serves as a weak foundation for understanding the issue and is not very helpful for analysis of the study data; Few themes are identified in the literature, and few of the individual studies appropriate to the theme are cited in the text; Some bibliographic references are cited in the chapter
- Section 3 – A somewhat inappropriate method is described in a way that keeps a reader from envisioning how the study will progress, data to be collected is unclear, and the means of analysis is vague;
- Section 4 – The analysis consists of lists of the evidence with few to no assertions, and data is poorly displayed making it difficult to support what analysis exists; A lot of extraneous data is included
- Section 5 – There is little mention of the implications of the study, limitations are poorly or not addressed, and there is no indication that further study might be helpful.

Grading Standards

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

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 to track your progress in the course. Grades will be continuously updated throughout the semester.

Policy on Late Work

Every session activity / assignment must 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 will be docked 10% per day late when not preapproved for an extended deadline.** No makeup work will be accepted after it is a full week late, when not preapproved for an extension.

Due to the fluid nature of time and space in the online environment due dates occur over an entire week and therefore activities and assignments should be completed in spite of small emergencies that come up. In the event of a long-term situation or extenuating circumstances, please contact the instructor at the earliest possible time, and before work is missed, to work out a modified schedule of completion. You are all adults who are capable of determining when/if you need a postponement.

Tentative Schedule/Course Outline – Subject to Change as needed

*During each week students work individually, in small groups, and in whole class forums. All sessions involve reading/watching session materials and completing Response Journal, Small Group interactions, Forum Postings. Only additional assignments will be listed under “Assignment” so be sure to read all session instructions carefully.

Date	Topic	Reading/Assignment (see * above)
SESSION 1-8	PREPARING THE RESEARCH PROPOSAL	
Session 1 8/23-31	Course Overview What counts as education research? Chapter One – Statement of Problem/Question Intro to online tools and format	CR Chapter 1 LQ Chapter 1 Article linked in Session 1
Session 2 8/30-9/7 <i>Labor Day</i>	Where does a research question come from?	CR Ch 2, Ch 3 & 4 LQ Ch2 Mini-study Draft 1/2 Chapter 1 Self-Evaluation Chapter 1 Peer Review – Draft 1 Chapter 1
Session 3 9/6-14	Am I the only one with that question? Visiting Education Librarian	CR Ch 5 & 6, and p 283-311 Sources 1-4
Session 4 9/13-21	How do I become part of the larger conversation? Chapter Two – Review of the Literature	LQ Ch 6 Sources 5-8 Draft 1 Chapter 2 Peer Review – Draft 1 Chapter 2 <i>Coming up for Session 6 –</i> <i>Assign/choose research method – Create share sheet</i>
Session 5 9/20-28	~CONSTRUCTION ZONE~ Literature Review	Sources 9-10 Draft 2 Literature Review Draft 3 Introduction
Session 6 9/27-10/5	What are characteristics of various research methods? Chapter Three - Methodology	LQ Ch 3 (pp. 53-63 plus Figure 3.3 and 69-89 minus Figure 3.6) Share Sheet – 1 research method Choose research method
Session 7 10/4-12	What data might help answer the question? Or What question might that data answer?	LQ Ch 4 Draft 1 Ch 3 Peer Review – Draft 1 Ch 3 <i>Coming up for Session 9</i> <i>Collect student data – something you would collect as a normal course of events</i>
Session 8 10/11-19	~CONSTRUCTION ZONE~ Section Chapter Three - Methods Ethical Principles of Research Human Subjects	LQ pp.63 (Permissions & Ethics) – 69 plus Figure 3.6 CITI (optional)/ IRB Training Draft IRB Peer Review – Draft IRB Draft 1 Chapter 3

SESSIONS 9-12	DEEP THINKING DATA ANALYSIS & CONCLUSIONS CHAPTERS 4 & 5	
Session 9 10/18-26	Crafting measurement tools How does organizing and displaying data assist in analysis? I	Readings on crafting tools and recording data Create measurement tools <i>Collect two forms of data</i>
Session 10 10/25-11/2	How does organizing and displaying data assist in qualitative analysis?	LQ Ch 5 Data Analysis Peer Review – Draft 1 Chapter 4
Session 11 11/1-9	How does organizing and displaying data assist in quantitative analysis?	CR Ch 15 Data Analysis
Session 12 11/8-16 Veteran's Day	How do we make a case/claim and back it with evidence? What about counter-arguments? Chapter Four – Findings / Making a case What are the implications of findings? On the field? On practice? Chapter Five – Implications – So what?	 CR Ch 7-10 Draft 1 Ch 4 & 5 Peer Review
SESSION 13-14	PUTTING YOUR CRITICAL EYE TO WORK ARTICLE REVIEW	
Session 13 11/15-23	~CONSTRUCTION ZONE~ Research Article Sections One – Five Revisiting/Revising Organization, argument, style & form	LQ Ch 7 CR Ch 12-14, 16 & 17 Ch 1-5 Internal Consistency / Form Self-Evaluation
Session 14 11/22-12/7 Thanksgiving 11/28-29 Two week release	~CONSTRUCTION ZONE~ Elements of an Article Review Peer Feedback	Read article (one provided or one chosen) Draft 1 Article Review Peer Feedback – 11/25-26 Draft 2 Article Review
FINAL WEEK	SUSTAINING A RESEARCH AGENDA	
Session 15 12/6-14	Sustaining a researcher's stance	Article Review Final Revision LQ Ch 8 Action Plan Plans for Going Public

Tentative Course Schedule: Subject to Adjustment

Course Sessions (S1-S15) will be released each Friday, and are due by 6PM Saturday the following week. Please note the midweek deadlines throughout.

The best online strategy is to log in for 30 min-1 hours daily throughout the week, or in two-hour blocks several times a week, completing work in short segments. Please note recommended midweek deadlines.

Each weekly session is roughly:

- **3 hours individually** reading/watching/browsing assigned materials, completing session activities such as a word sort, quizzes, choice questions, and preparing / developing / constructing assignments, etc.
- **3 hours as a whole class** in large or whole class forums – posting your responses to prompts, reading and responding to peer posts / reading both classmate and instructor summaries
- **3 hours meeting in pairs/small groups**
 - pairs – peer reviewing/responding
 - small groups – discussing session readings and questions/topics assigned for the small group, recording and posting various consensus responses

Sessions do vary by week so that the proportions of time needed may shift among individual/pair/small group/whole class activities. **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. You are not expected to exceed 9 hours per week on the course.**