California State University SAN MARCOS | School of Education

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EDUC 622 Section 2
Research Methods in Education
CRN #27723
Online: Sessions are released on Friday, due the following Saturday by 11:00 pm
Spring 2014 – January 21 – May 16

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

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, 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.

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* **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 of 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**.

- *Demonstrate knowledge of* **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 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
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, 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 practices toward eventually completing 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.

GENERAL CONSIDERATIONS

School of Education Attendance Policy
Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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 student 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

Students 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. Students 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. 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:

It is expected that each class participant 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 and posts as a backup in the event of a Course Management System malfunction (Moodle**). All assignments will be submitted online.

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.

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

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.

Time commitment details*
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!

Suggested 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 level, 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 as early as possible in the week.

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**:

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 typical **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**.

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 – Scholarly Research Practices Assignment Overview

- *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. Both dimensions of individual effort 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.

Grades for scholarly research practices dialogue are based on the following rubric. 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.

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 / 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.

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

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 specific 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." Little to no feedback is provided on the content.

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, your practice more generally, and the field. Early in the semester we will learn to critically examine the quality of the research behind an article. A choice of articles will be provided. The format outlined by the University of Saskatchewan Education & Music Library may inspire some ideas 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:
- ***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***: 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.

Self-evaluation – you will reflect on your work writing up your mini-study, and turn your discerning critical eye toward critique of the article you wrote about your mini-study.

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

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The CSUSM Graduate Office requires that all Master's students pass a writing requirement. The Article Review has been chosen as one of the writing samples 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. In the event of a borderline grade, your mini-study article will also be considered for GWAR scoring.
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:
- 40 points – Writing Research Article in 5 sections, 10 points each for section 1-3; 10 points for section 4/5
- 20 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 1-2 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, and gapas that led to your study
- ***Metholog*y** – 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 futher questions that arise from the study

After completing each section/chapter of the Research Article reflect on and 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.

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 as required in the research process once your actual Master's is underway for approval by the Institutional Review Board (IRB). 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 this 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 appropriate form, answering all questions in accordance with the requirements of that form. Copy and paste the questions from the form into a Word .docx and respond to each.

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.**

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 repute 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 Standard

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.
- **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
- **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 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 1/17-25	**Intro to online tools and format Syllabus**	Practice course activities Review syllabus Update hardware and software Order/obtain textbooks
SESSION 1-8	**PREPARING THE RESEARCH PROPOSAL**	
Session 1 1/24-2/1	**Course Overview What counts as education research?** **Chapter One – Statement of Problem/Question**	CR Chapter 1 LQ Chapter 1 Article linked in Session 1
Session 2 1/31-2/8	**Where does a research question come from?**	CR Ch 2, Ch 3 & 4 LQ Ch2 Research Article Draft 1 Section 1 Peer Review – Draft 1 Section 1
Session 3 2/7-15	**Am I the only one with that question?** **Visiting Education Librarian**	CR Ch 5 & 6, and p 283-311 Sources 1-4
Session 4 2/14-22	**How do I become part of the larger conversation?** **Chapter Two – Review of the Literature**	LQ Ch 6 Sources 5-8 Draft 1 Section 2 Peer Review – Draft 1 Section 2 *Coming up for Session 6 – Assign/choose research method – Create share sheet*
Session 5 2/21-3/1	**~CONSTRUCTION ZONE~** **Literature Review**	Sources 9-10 Draft 2 Literature Review Draft 3 Introduction
Session 6 2/28-3/8	**What are characteristics of various research methods?** **Section 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 3/7-15	**What data might help answer the question?** **Or What question might that data answer?**	LQ Ch 4 Draft 1 Section 3 Peer Review – Draft 1 Section 3 *Coming up for Session 10* *Collect student data – something you would collect* *as a normal course of events*
Session 8 3/14-22	**~CONSTRUCTION ZONE~** **Section Three - Methodology** **Ethical Principles of Research Human Subjects**	LQ pp.63 (Permissions & Ethics) – 69 plus Figure 3.6 CITI (optional)/ IRB Training Draft 2 Section 3 Draft 3 Section 1-2 Completed Research Proposal Due
Session 9 3/21-29	**~CONSTRUCTION ZONE~** **IRB Form Selection and Completion**	Draft IRB Peer Review – Draft IRB
3/28-4/5	**~SPRING BREAK OASIS~**	
SESSIONS 10-12	**DEEP THINKING DATA ANALYSIS & CONCLUSIONS CHAPTERS 4 & 5**	
Session 10 4/4-12	**Crafting measurement tools** **How does organizing and displaying data assist in analysis? I**	Readings on crafting tools and recording data Create measurement tools *Collect two forms of data*
Session 11 4/11-19	**How does organizing and displaying data assist in qualitative analysis?** **How does organizing and displaying data assist in quantitative analysis?**	LQ Ch 5 CR Ch 15 Data Analysis
Session 12 4/18-26	**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 Section 4 & 5 Peer Review Draft 1 Section 4/5

SESSION 13-14	PUTTING YOUR CRITICAL EYE TO WORK ARTICLE REVIEW	
Session 13 4/25-5/3	**~CONSTRUCTION ZONE~** **Research Article Sections One – Five** **Revisiting/Revising** **Change tense/Align information** **Organization, argument, style & form**	LQ Ch 7 CR Ch 12-14,16 & 17 Ch 1-5 Internal Consistency / Form Self Evaluation
Session 14 5/2-10	**~CONSTRUCTION ZONE~** **Elements of an Article Review** **Peer Feedback**	Read article Draft 1 Article Review – Due 5/5 Peer Feedback – 5/6-7 Draft 2 Article Review
FINAL WEEK	**SUSTAINING A RESEARCH AGENDA**	
Session 15 5/9-16	**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.