Course & Section Nos.	**EDUC 622-01**
Course Title	**Research Methods in Education**
Class Roster No.	20481
Course Day(s)	Each session is open for 8 days, with suggested pacing guidelines
Time	Log in at convenient times in your schedule Log in multiple times per week
Course Location	Fully Online
Semester / Year	Spring 2017
Instructor	Dr. Rong-Ji Chen
Phone	Email instructor to request phone office hours (760)750-8509
E-Mail	rchen@csusm.edu
Office	Virtual office hours, community commons, or by phone
Office Hours	By appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT
(Adopted by SOE Governance Community, January 2013)

Vision

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

Mission

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

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

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

TABLE OF CONTENTS

<div align="center">**COURSE DESCRIPTION**</div>

Research Methods in Education

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

Further Detailed Description

Course participants will explore quantitative, qualitative and mixed methods of conducting research, while developing a critical eye for high caliber research. We will explore ways to incorporate educational research into one's everyday practice. The goal is to become confident creators of knowledge as well as discerning consumers of research. In addition to laying a foundation of inquiry, students will apply what they learn through completing and writing up a mini-study.

The mini-study may serve as practice or as a pilot for development of the culminating MA thesis or project for students who have identified a focus, and those individuals will need to consult with a Committee Chair. While students do not complete a Master's Thesis/Project during this semester, each participant will have practice drafting a brief research proposal to discuss with a potential Chair. The mini-study alternatively may address an action plan we will develop as part of a Program Student Learning Outcome (PSLO) requirement for this course, or just address a concern in one's practice that an individual is interested in addressing.

Course Prerequisites

Enrollment in a Master's program.

Course Objectives

This course is designed to develop skills and knowledge about educational research practices followed by application of that skill and knowledge to an actual research mini-study. After completing this course participants should be able to:
- Participate as a scholar in **individual, small group, and large group** activities relevant to critiquing, conducting, writing up, and publishing educational research, as developed in the **Scholarly Research Practices Assignment**.
- Use **systematic research practices and procedures** to identify an issue, craft a research question, search the literature, plan appropriate methodology, address Human Subjects concerns, collect and analyze data or outline a project and determine implications of a research study, as practiced in the practitioner research mini-study for the **Scholarly Research Practices Assignment**.
- Demonstrate expertise in **one-on-one peer review** by responding to early of drafts of written work by peers, as learned through the **Peer Review Assignment**.
- Employ a well-trained critical eye to **critique published researc**h by looking into the credentials of a researcher, determining the impact of the research on the field, ascertaining if appropriate research procedures were employed, and discerning whether the conclusions made flow from the data presented, as developed in an Article Review for the **Peer Review Assignment**.
- Demonstrate knowledge of **elements of a research write-up / article** and ways to articulate each element using APA format, as practiced in the **Writing Up Research Assignment**.
- Write up research in a scholarly manner by **describing the research process utilized, findings/outcomes, and implications**, as practiced when writing a draft Research Article for a mini- study in the **Writing Up Research Assignment**.

REQUIRED TEXTS AND MATERIALS

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

- Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research* (3rd ed.). Chicago, IL: The University of Chicago Press.
- Shagoury, R., & Power, B. M. (2012). *Living the questions: A guide for teacher researchers* (2nd ed.). Portland, ME: 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* (6th ed.). 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 citation management: https://www.library.cornell.edu/research/citation

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.

Course Material Available

Cougar Courses (Moodle): Access from https://cc.csusm.edu/
EDUC 698 Culminating Activity Supports: http://community.csusm.edu/course/view.php?id=33

STUDENT LEARNING OUTCOMES

This Master's level research methods course is designed to increase awareness, knowledge, and skills related to educational research. This will occur using structured activities in individual, large/whole group, and small groups to both learn about and apply systematic research practices. Class participants will have the necessary foundation for critiquing and systematically engaging in research to improve schooling and classroom practices toward eventually completing a Master's Thesis or Project and beyond. 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.

MASTER'S PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

The Master of Arts in Education Program assesses 4 Program Student Learning Outcomes (PSLO):

- **PSLO 1: Professional Dispositions** (EDUC 622): Demonstrate interaction and communication skills that reflect professional dispositions and ethics, such as respect for diversity, educational equity, collaboration, and social justice.
- **PSLO 2: Leadership Skills** (EDUC 602 or EDAD 618B): Apply leadership skills in social justice and equity to advance the profession.
- **PSLO 3: Analyze Research** (EDUC 622): Analyze educational and/or professional research.
- **PSLO 4: Integrate Research** (EDUC 698): Integrate research and evidence-based practices into educational and professional settings.

EDUC 622 addresses Program Student Learning Outcomes 1 and 3:

PSLO 1 - Professional Disposition Self-Assessment
The intention of this activity is to develop awareness of, and a plan to work toward, dispositions of an accomplished teacher. The goal is to strive for a Professional Disposition Advanced Level (4 on a scale of 1-4) by the end of the MA in Education program. As you assess yourself in this activity, reflect on things you do with respect to each disposition that demonstrate ways you enact them in your professional teaching lives, as well as efforts you make to take the lead in each area.

Using the rubric provided, you will score yourself in six areas (Social Justice & Equity, Collaboration, Critical Thinking, Professional Ethics, Reflective Teaching & Learning, and Life-Long Learning), using concise examples to support your scores. You will then choose one disposition to work on for this semester, and develop an action plan for improvement. Work on this disposition may be used as the basis for your mini- study in this class if desired. The instructor will respond to your self-assessment and plan, and recommend revisions as needed. In the course header on Cougar Courses find the rubric that covers the six MA in Education Professional Disposition Criteria. Details of this self-assessment will be sent prior to Session One, and will be completed during that Session, with feedback and suggestions for revision done in Session Two.

PSLO 3: Integrate Research/Graduate Writing Assessment Requirement (GWAR)
This PSLO is addressed with the **Article Review** completed near the end of the course, which will be revised until you receive a passing score. GWAR refers to the CSUSM Graduate Writing Assessment Requirement, and must be completed before a graduate student advances to candidacy.

This requirement can be met by an acceptable standardized test score (e.g., GMAT or GRE) or by a paper that receives a passing score. For Article Reviews that are close but not quite passing, the mini-study Research Article will also be considered for part of GWAR passage. Please visit the website for further details about this requirement. Details and the full rubric are available at:
https://www.csusm.edu/policies/active/documents/graduate_writing_assessment_requirement.html

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all course participants are expected to attend all classes and participate actively. At a minimum, course participants 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 course participant 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!

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course 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.

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 Disabled 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.

> ***Instructor addendum to the accommodation policy:**
> Please discuss the need for accommodations with the instructor at the earliest possible time to ensure success in this course.

All University Writing Requirement

The CSUSM writing requirement will be met in three primary ways for this course. All forum posts are prepared 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.

Course Format/ Unique Requirements

The class will be conducted online in its entirety with no face-to-face meetings. All contact with the instructor will be electronic or by phone. It therefore requires development of skills using course management tools in Cougar Courses (Moodle). All or part of assignments will be shared in the online environment with some or all of the course participants.

Technical Competencies Required

Students need full functionality within the Cougar Course environment. 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. Links are provided in Session Zero and the Course Header to update necessary applications. Firefox is the most functional web browser for Cougar Courses and should be updated to the latest version.

Contact Information for Technical Support Assistance

The Student Tech Help Desk (STH) is located directly outside of Kellogg 2000, which is an open computer lab with 92 computer stations (with both Macs and PCs). Employees of the STH are available to assist you as you get familiarized with the campus technology. Please stop by if you have any questions.

   Cougar Courses Support: http://www.csusm.edu/sth/support/cougarcourses/index.html
   IT for Students: http://www.csusm.edu/iits/students/index.html

Use of Technology

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

Electronic Communication Protocol

Student interaction and collaboration are built into the fabric of this course, must be undertaken appropriately. Electronic correspondence is a part of a professional communication repertoire. As part of this coursework you may need to contact a colleague using an e-mail or online message, post and respond in forums, and peer review classmates' work. Online communication has its own nuances and etiquette. For example, electronic messages sent in all upper case (or lower case) letters, with major typos, or slang may communicate more than you originally intended. Please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care. Things to consider:
- Would I say in person what this electronic message says?
- How might this message be misconstrued?
- Does this message represent my most professional self?

If there is ever a concern with an electronic message sent to you, please talk with the author directly in order to correct any confusion.

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COURSE REQUIREMENTS

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There is no substitute for actually jumping in with both feet and "doing" what you are learning, so we will be putting into practice what we are learning. 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 written up in the form of a draft research article.

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.

Credit Hour Policy Statement

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) in a 16-week semester. It is 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 3 hours per week**
- **Large group – approximately 3 hours per week**
- **Small group – approximately 3 hours per week**

* If you are noticing that you need more time, please contact the instructor for time management strategies and/or adjustments to the course. Please do not wait until you are behind!

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 Small and Large Group activities as well as session completion, suggested guidelines for completing various session activities are offered to maximize success in the course as well as deepen the dialogue among class participants. **Course participants are encouraged to complete activities on the early side**.

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:

Individual activities – Fri-Sun
    Session preparation by Sun 11 PM (48+ hours after release) and
Large group (usually whole class) 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 Tue 11 PM (96 hours+ after release),
    Follow up posts by Thu 11 PM (144 hours+ after release)
Individual activities – Thu-Sat
    Assignments/reflection/self-evaluation/course format feedback by Sat 11PM (192 hours after release)

From time to time the order or nature of the session activities varies, and therefore **recommended due days vary** as well for a particular session, activity, or assignment, so **follow session instructions carefully**. Note that the release dates for a new session overlap the due date for the previous session by one day. This intentional overlap is designed to maximize flexibility of timing to accommodate many different student schedules.

<u>**Course Assignment Details**</u>

60 points – Assignment One: Scholarly Research Practices

The objectives for this assignment are 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**.

Throughout the semester you will engage in primarily in three levels of scholarly dialogue. You may not engage in every level every week. Activities at each level build on the prior level as follows:

- **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.

As adjustments are made to the course based on student learning needs, the relative weight of the three levels of scholarly endeavor may vary slightly. Scholarly critical friend dialogue grades are based on full participation in course sessions.

The top level of Scholarly Participation is described below to set the bar high (for the remainder of the levels of participation, see the rubric in the course header on Cougar Courses):

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 staying 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.

60 points – Assignment Two: Peer Review
The objectives for this assignment are:
- 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**.

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

An important part of conducting educational research is development of a critical eye for quality and reliability of text, a process that forms the underpinning of Peer Review. In this course we will explore the process of peer review in two ways: by serving as 'critical friends' to classmates as they write up their mini-study and prepare an IRB form, completing a self review of the mini-study article, and by reviewing a published article.
- 40 points (8 points / each of 5 reviews) – **Review of classmates' written drafts of text**
- 5 points – **Self evaluation of mini-study research article**
- 15 points – **Review of a published research article**

Review of classmate's written text – This activity is equally important for developing the reviewer's critical eye as for providing helpful suggestions for a peer. Peer review is an important skill of an education researcher. Five times during the semester students will provide focused feedback to a classmate on drafts of various assignments using Peer Review strategies on: draft sections of the mini-study research write up, 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.

You should all aim high to be the Critical Friend (CF) Advocate, as described below. For the rest of the rubric for the Peer Review Assignment see the full text in the course header on Cougar Courses.

Type 5: The Critical Friend 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, and finishes with encouragement.

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

Review of a published research article – Research does not occur in a vacuum, so an important part of your educational research learning process will involve searching for, reading, and assessing the caliber of published research for its relevance to your study, your practice more generally, and the field. Early in the semester we will learn to critically examine the quality of the research behind an article. A choice of articles may be provided. Two resources are provided to help you think about what an article review accomplishes.

Some helpful tips:
- University of Saskatchewan Education and Music Library Guide to Article Review:
  http://library.usask.ca/education/files/Guides/crja.pdf
- University of Alberta, Herbert Coutts:
  http://www-bcf.usc.edu/~genzuk/Reviews_Journal_Articles.pdf

Article Review elements generally include the following (see assignment for details):
- *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.
- *Credentials of the author:* What institution is the author affiliated with, where did they train, what expertise do they have in the field?
- *Nature of the document:* Answer the questions, "Is this a research article? Why or why not?"
- *Quality of writing:* Ranking the caliber of writing, clarity and freedom from errors
- *Article Reviewer Self-evaluation:* Using the Scholarly Critical Friend rubric, rank yourself as a reviewer

Grades for the Article Review will be based on the degree to which the guidelines described in the session have been met. This Article Review will also be used to determine whether the Graduate Writing Assessment Requirement (GWAR) has been met, with more details in the PSLO section.

60 points – Assignment Three: Writing Up Research Assignment

The objectives of this assignment are:

- 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 draft Research Article for a practitioner research mini-study in the **Writing Up Research Assignment**.

All semester we will be going through the steps of the systematic research process as we engage in dialogue about our thinking and practices. 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, in the form of a research article. **This mirrors the process of writing the Master's Thesis or sharing results of a project on a poster**. Two elements make up this assignment:
1) 50 points – Writing **Research Article** in 5 sections (10 points for section one, 15 points each for section 2-3; 10 points for section 4&5)
2) 10 points – Completing **Human Subjects**, CSUSM Institutional Review Board (IRB) Request for Exemption form

Descriptions of each element are as follows:
1) 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 research article, Master's thesis chapter, or project findings poster. Early drafts of each section will be peer reviewed by classmates. The article report sections are as follows:
- **Section 1 Introduction** – Statement of Problem and Research Question
- **Section 2 Literature Review** – Theoretical framework that clarifies lenses through which your research will be conducted, perspectives you will consider, and gaps that led to your study
- **Section 3 Methodology** – Plans for undertaking the research with regards to who / what / when / where / how things will be collected, analyzed, displayed
- **Section 4 Findings/Outcomes** – Data analysis assertions backed by evidence using various data display strategies; and/or an outline of work to be completed (e.g. curriculum development/guidebook/webpage, etc.) if study involves development of materials
- **Section 5 Implications/Conclusions** – The "So What?" of the research endeavor, including implications, limitations, and further questions that arise from the study.

Ideal description for the Research Article / Sections of the Writing Up Research Assignment, for the balance of the Rubric, see the Course Header.

Outstanding – Section is fully fleshed out, engaging, and well articulated. Well-crafted language pulls the reader into the article 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 six relevant, high caliber citations (for mini-study) 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
- 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.

Role of drafts: Even great writers can have a poor draft in the beginning of a writing project. It is essential for a beginner education researcher to go though several rounds of drafting-reviewing-revision for each section, using peers' and the instructor's (and thesis/project Chair if you have one) feedback.

2) Human Subjects / IRB form

Once the second draft of the first three sections (which form a research proposal) are complete it is time to fill in a Human Subjects form. This is required as part of the research process for your Master's especially for a thesis, but also for some projects, and must be approved by the Institutional Review Board (IRB) in order to be sure no humans are harmed. In this class we will be only practicing form completion and will not submit it to the IRB. You will work with your Chair when the time arises to prepare the appropriate form.

Depending upon the research endeavor, researchers must use the Full, Expedited, or Request for Exemption 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 Request for Exemption form**, answering all questions in accordance with the requirements of that form. Those who have settled on a research topic and determined with their Chair that they need the expedited form may substitute its completion for this part of the assignment. Speak to the instructor about that option.

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

Target description of ideal Human Subjects / IRB form (for the remainder of the rubric see the full text in the Course Header on Cougar Courses)

> **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.

Final Exam Statement

There is no final exam for this course.

Grading Standards

The grading scale is out of a total possible of 180 points. NOTE: As adjustments are made to the course in response to student learning needs, this total may vary, but each of the three assignments will still be one third of the grade.

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

Tracking Progress

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

Policy on Late Work

All session activities and assignments should be completed and submitted into Moodle. In the event of an emergency session deadlines will be extended. **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.**

Tips for Success Learning Online

- Receiving too many emails? Use "unsubscribe" settings in your profile to eliminate having all postings being emailed to you; there is also a checkbox to uncheck under the text box in each forum, for Discussion Subscription. Be sure it is unchecked.
- Ask a lot of questions. No question is silly, but suffering in silence IS a bad idea! Ask classmates or ask the instructor – we are all here to help! Use the Community Commons for questions and answers (in course header). For privacy email the instructor using course mail.
- Problems with technology? Use the Student Help Desk right away! They are available by phone, email and on the bottom floor of the library through the doors facing Craven Hall, 760.750.6505, or sth@csusm.edu.
- Pace work online throughout the week – the most successful online students log in most days of the week for an hour +/- to complete sessions in small bites rather than at one sitting, as students who try to complete whole sessions in one sitting near the end of the week struggle in this course.
- Read all instructions thoroughly, watch all course videos/mini-lectures, complete all assigned readings – material in the readings is NOT repeated in other course materials
- Complete sessions systematically while keeping track of work completed and what is left to do, as activities in each session are built on prior activities in the same session and earlier sessions
- Stay connected to classmates/instructor using course mail, community commons, 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 as needed
- If sessions are taking too long, immediately contact the instructor who will make adjustments or suggest time management strategies! 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

Notes: (1) The dynamic nature of teaching and learning makes it hard to establish a set schedule. Modifications will likely to occur. (2) 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 "Assignments," so be sure to read all session instructions carefully.

Session/Date	Topic	Reading/Assignments (see Notes above)
Session 0 1/14-1/21	**How does learning to be an educational researcher work in an online environment?** • Course process and expectations	• Practice course activities • Review syllabus • Update hardware and software • Obtain textbooks
PART 1. CONSTRUCTING RESEARCH PLANS		
Session 1 1/21-1/28	**What counts as educational research?** • Program SLO: Dispositions of an accomplished teacher • Articulating problems/issues	• Read CR Ch 1 and LQ Ch 1 • Read Ball & Forzani's article (2007), linked in Session 1 • PSLO 1: Self Assessment and Action Plan DUE
Session 2 1/28-2/4	**Where does a research question come from?** • From problem to question • Section One – Statement of Problem/Question • Section One rubric	• Read CR Ch 2-4 • Read LQ Ch 2 • Write Research Article Draft 1 Section 1 • Peer review of Draft 1 Section 1 • Revise Section 1 after peer and instructor feedback • PSLO 1 revision DUE
Session 3 2/4-2/11	**Am I the only one with that question?** • Locating and evaluating sources • Looking for patterns and themes	• Read CR Ch 5 & 6, and browse pp. 283-311 • Find sources 1-4
Session 4 2/11-2/18	**How do I become part of the larger conversation?** • Section Two – Review of the Literature • Section Two rubric	• Read LQ Ch 6 • Find sources 5-8 • Write Draft 1 Section 2 • Peer review – Draft 1 Section 2 • Assign/choose research method
Session 5 2/18-2/25	• CONSTRUCTION ZONE: Literature Review	• Find Sources 9-10 • Draft 2 Section 1 • Draft 2 Section 2
Session 6 2/25-3/4	**What are characteristics of various research methods?** • Section Three –Methodology	• Read LQ Ch 3 (minus – Permissions and Ethical Issues section pp. 63-69 and Fig. 3.6) • Create share sheet – 1 research method • Choose research methods
Session 7 3/4-3/11	**What data might help answer the question? Or what question might that data answer?** • Data collection • Section Three rubric	• Read LQ Ch 4 • Understand your options: Thesis vs. project • Draft 1 Section 3 • Peer review – Draft 1 Section 3
Session 8 3/11-3/18	**Ethical principles of research** • Human Subjects training & Institutional Review Board (IRB) • IRB Request for Exemption Form • IRB rubric	• Read LQ Permissions & Ethics pp. 63– 69, plus Fig. 3.6 • Complete CITI/ IRB training • Draft 2 Section 3 • Draft IRB

		• Peer review of Draft IRB • Revise IRB based on peer feedback
3/20-3/25	**Spring Break**	

PART 2. DEEP THINKING, DATA ANALYSIS, & CONCLUSIONS		
Session 9 3/25-4/1	**How does organizing and displaying data assist in analysis?** • Asking good questions, making good observations, & recording what we see/hear/experience • Continuing IRB	• Create measurement tools Reminder: you need to have collected two forms of data for Sessions 10 and 11 (Qualitative then Quantitative)
Session 10 4/1-4/8	**Data analysis** • Qualitative data analysis & displaying data • Making assertions	• Read LQ Ch 5
Session 11 4/8-4/15	**How does organizing and displaying data assist in analysis?** • Quantitative data analysis & displaying data • Making assertions	• Read CR Ch 15 • Work on Research Article Sections 1-3
Session 12 4/15-4/22	**How do we make a case/claim and back it with evidence?** • Section Four – Findings / making a case or outlining a project outcome • Section Five – Implications – So what? • Section 4/5 rubric	• Read CR Ch 7-10 & Conclusions pp. 244-248 • Draft 1 Sections 4 & 5 • Peer review Draft 1 Sections 4 & 5 • Research Article Self Evaluation DUE

PART 3. PUTTING YOUR CRITICAL EYE TO WORK & SUSTAINING A RESEARCH AGENDA		
Session 13 4/22-4/29	**How can we critically review a research article?** • Elements of an article review • Article review guidelines • Final Research Article rubric	• Read article • Draft 1 Article Review – Suggested date: Due 4/28 or 29 by 11 PM. Negotiate due date with your peer reviewer. • Work on PSLO 3: Graduate Writing Assessment Requirement (GWAR) • Work on your research article, sections 1-5
Session 14 4/29-5/6	**Construction Zone** • Peer feedback • GWAR rubric	• Scan CR Ch 12, 13, 14, & 17 • Peer feedback on Article Review. Suggested date: Due 5/1 – 5/2 by 11 PM. Negotiate due date with your peer reviewer. • Draft 2 Article Review DUE • Revise as needed to pass PSLO 3: GWAR
Session 15 5/6-5/13	**Conclusion and Continuing Inquiry** • A critical eye and skepticism • Sustaining a researcher's stance	• Scan LQ Ch 7 & 8 • Read Kohn's (2006), linked in Session 15 • Article Review final DUE • Research Article Final DUE • Action plan for continuing inquiry

* Syllabus courtesy of Dr. Robin Marion, with modifications.