Course & Section	EDUC 628
Course Title	Applied Research Methods
Class Roster No.	20311
Course Day(s)	Tuesday
Time	5-7:50pm
Course Location	ONLINE
Semester / Year	Spring 2021
Instructor	Joni S. Kolman, Ed.D.
Phone	760-750-8236
E-Mail	jkolman@csusm.edu
Office	VIRTUAL
Office Hours	By appointment

WELCOME

MA Candidates engaged in the writing process can expect to have tailored support and peer support throughout the semester. This hybrid course is intended to allow the flexibility needed by candidates for uninterrupted writing time. It is my goal to elevate and support your writing throughout the process!

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

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COURSE DESCRIPTION

Applied Research Methods

Guides students toward completing their research in the area of curriculum and instruction. Students work to complete data collection, analyze data, as well as write up findings, conclusions, and implications.

Course Prerequisites

Admitted to MA in Education Program

Course Objectives

Upon successful completion of the course, student will evidence ability to:
- Describe methods of data collection appropriate to their study
- Analyze quantitative and qualitative data
- Write up findings, conclusions, and implications, and make connections to the scholarly literature
- Present their research to an audience

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Falk, B. & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research*. Portsmith, New Hampshire: Heinemann.

Other materials may include:

Wolcott (1994). Interpreting qualitative data.

COURSE LEARNING OUTCOMES

It is expected that graduate students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Graduate students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for educators to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear, and error-free is a priority for the School of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor.

Syllabus is subject to change.

SCHEDULE/COURSE OUTLINE
EDUC 628 APPLIED RESEARCH METHODS

Session	Topic, Activity & Objectives
Unit: Data Analysis	
WEEK 1 January 26	**Where are we going? Examining full MA theses** **Read:** Come having read through the two theses provided. What do you notice about how chapters 1, 2, & 3 differ from the proposal? What do you notice about chapters 4 & 5?
WEEK 2 February 2	**Memoing and organizing the data** **Bring:** one piece of meaningful data
WEEK 3 February 9	**Data analysis** **Bring:** a chunk of a transcript or detailed observation notes **Read:** Falk & Blumenreich Chapter 7
WEEK 4 February 16	**Data analysis continued** **Due:** Bring in **all of the data you have collected**
WEEK 5 February 23	**Asynchronous class:** Complete coding of data; share your thoughts and codes with your writing group
Unit: Writing up Findings	
WEEK 6 March 2	**Post-coding and beginning writing (hurray!)** **Read:** Wolcott (1994) **Due:** Post your write up of one finding to Google Classroom to the class stream. Write up an accompanying memo that explains how you came to that finding and how you decided what data would be used to support that finding. Email me the memo.
WEEK 7 March 9	**Lessons from writing up first finding; writing about second finding; organizing the findings section** **Due:** Post your write up of <u>a second</u> finding to our Google Classroom stream. Write up an accompanying memo that explains how you came to that finding and how you decided what data would be used to support that finding. Email me the memo.
WEEK 8 March 16	**Final chapter—what is in it? Overview of final presentations/"defense"** Review of final study structure, limitations, conclusions, and implications **Sign up** for individual meeting time
WEEK 9 March 23 **SPRING BREAK**	
WEEK 10 March 30	**Individual Meetings**
WEEK 11 April 6	**Due:** Research findings paper (see Scoring Outline): <u>Methods</u>, findings, conclusions and implications as a cohesive document
WEEK 12 April 13	**Asynchronous meeting:** Meet with your small group to dry run your presentation

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Session	Topic, Activity & Objectives
April 15	**TENTATIVE DUE DATE FOR ADA SUBMISSION TO THE LIBRARY**
WEEK 13 April 20	**Final presentations/"defense"**
WEEK 14 April 27	**Asynchronous class:** Revisions and work toward completion of ENTIRE thesis with your chair
WEEK 15 May 4	
WEEK 16 **May 13—12pm**	**DEADLINE:** This is the deadline (12pm!) to submit your electronic thesis to the library. Do **NOT** be late in this process! Realize there are many steps including a fee payment. @6pm—Cohort celebration!
Commencement: Weekend of May 21	**Stay tuned for more info**

This calendar has been thoughtfully planned, but could change to meet student needs.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

This course requires you to work toward full completion of the Master's thesis. This requires full commitment to the thesis and active participation in class, which includes the following:

Week 2: Bringing in a piece of meaningful data
Week 3: Bringing in a chunk of a transcript or detailed observation notes
Week 4: Bring in all of the data you have collected
Week 6: Post the write up of your first finding
Week 7: Post the write up of your second finding
Week 10: Research Findings Paper (100 points) (NOTE: this includes a revised Methods chapter)
Week 13: Presentation (50 points)

Grades will be assigned based on meeting these deadlines. Although your participation will not be "graded," the expectation is that you are an active member of our learning community.

Grading Standards

A = 93-100	A- = 90-92			
B+= 87-89	B = 83-86	B- = 80-82		
C+= 77-79	C = 73-76	C- = 70-72	D = 60-69	F=59 or lower.

Final Exam Statement

No final exam in this course.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (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. As a professional courtesy, I would appreciate an email letting me know when you will be missing class. Should you have extenuating circumstances, please contact me as soon as possible.

Policy on Late Work

Assignments completed on time will be read on time, and will benefit from substantive feedback. **Late assignments will be read but substantive feedback will not be given**. Lateness will also result in a grade reduction of 10% per day. If you find yourself unable to complete an assignment on time due to extenuating circumstances and require an extension, please speak with me as soon as possible. Do not assume an extension simply because you do not hand in your assignment. Due to the tight timeline of this course, **assignments will not be accepted if they are more than one week late**.

GENERAL CONSIDERATIONS

Professional Expectations

It is an expectation that you will behave in a professional manner. This will require that you approach your instructor, school personnel, and colleagues in a respectful manner that emphasizes problem solving. Your full attendance means you are not distracted by electronic equipment. As a rule, cell phones should be turned off or to the vibrate mode during class. Laptop computers are essential to the process of our learning; however, it is expected that all students will avoid recreational use of computers during class and that laptops will be put away at the request of the instructor.

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.

Syllabus is subject to change.

If you SUPPLY another student with a copy of your work, this makes you a part of plagiarism and the same penalties may apply.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

This course is a hybrid course totaling at least 45 hours of work per credit.

Course Format

This is hybrid course. Some assignments will be turned in via Cougar Courses or email, while others will require you to bring in a hard copy to class. Please see Cougar Courses for details.

Necessary Technical Competency Required of Students

Fully functional laptop and familiarity with Google drive as cougar courses is a minimum requirement for this course. The use of the MSWord Track Changes tool is advisable.

Contact Information for Technical Support Assistance

- Email: **sth@csusm.edu**
- Phone: **760-750-6505**
- Location: 2nd floor of Kellogg Library

Monday - Thursday 7:00 am - 7:00 pm, Friday 8:00 - 5:00pm

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

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

Research Findings Paper Scoring Outline: EDUC 628

PSLO #3: Design, conduct, and communicate research to address issues in curriculum and instruction

		Criteria
Methods (40)	4	Clearly explains the context and background for the study including the impetus for pursuing the research questions;
	4	Clearly integrates research to describe the prevalence of the problem within the larger field of education;
	4	Clearly introduces the problem, major research question, and subquestions;
	4	Research subquestions are clearly related to the major research question and can be answered through the teacher research process;
	4	Participants and setting are clearly described with detail;
	10	Explanation of all data collection methods provides clear descriptions of the data sources and how they support answering the research questions;
	10	Description of data analysis approach is clear and includes the methods and themes utilized
Findings (40)	5	Findings are organized in a logical order;
	5	Findings are directly related to the research questions;
	30	Findings are clearly presented, drawing on representative examples from the data;
Conclusion (10)	3	Conclusions are clearly connected to the research question(s);
	5	Ideas from the review of the research are described in discussion of the final findings of the research project;
	3	Implications of research findings for teaching are clearly described and connected to the study;
Writing, Coherence, and Mechanics (10)	2	Each section of the paper clearly relates to the other sections;
	1	All required elements are included and in a logical/proper order;
	2	Mechanics of writing (e.g., spelling, punctuation, paragraphs, quotation marks) are consistently used correctly;
	2	References and citations follow appropriate format;

	1	Artifacts (photos/work samples) connected to the paper are included in the Appendix;
	2	The writing is clear and shows the author's point of view

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