

UW Oshkosh
Educational Foundations: 770
Summer 2011

Instructor: Nathan Gump, PhD

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Contact Information: I will check the course at least once a day Monday-Friday (except University breaks) and will respond to e-mails within 48 hours. If feel that a question is likely to relate to other students, I will post my answer on D2L to assist others.

Course Requirements (general):

1. Access to a computer for everyday use.
2. Internet service provider, if you have dial up you may have some problems with downloads, please ensure you have access to a broadband system for downloads.
3. Microsoft office or just Microsoft Word, Excel and PowerPoint.

Course Description: From the course catalog: "Introduction to the concepts, tools and procedures which are essential for planning and conducting research in education and related fields. You will prepare a research proposal and organize a research report. Emphasis is given to the interpretation and analysis of research literature from the behavioral and social sciences." This course is entirely online. The research proposal is a major part of the course and is where you apply all the concepts that you have learned.

Course Learning Objectives:

The primary objective of this course is to prepare students to evaluate research and research reports in the educational field. This will include:

- Acquiring skills for evaluating and critiquing research in a meaningful way
- Learning to develop a good research question
- Practicing writing literature reviews
- Developing an understanding of the principles of quantitative and qualitative research methods
- Understanding the basics of data analysis and interpretation
- Becoming a critical consumer of research

Text:

No text book is required for this class. I will provide all primary readings. You will need to find additional articles for your research summaries and your research proposal.

Primary readings for this class will come from:

Creswell, J. W. (2008). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research, Third Edition*. Upper Saddle River, NJ: Prentice Hall

Heppner, P. P., Kivlighan, D. M., & Wampold, B. E. (1999). *Research Design in Counseling, Second Edition*. Belmont, CA: Wadsworth Publishing Company.

Houser, R. (2009). *Counseling and Educational Research: Evaluation and Application, Second Edition*. Thousand Oaks, CA: SAGE Publication.

Kranzler, J. H. (2003). *Statistics for the Terrified, Third Edition*. Upper Saddle River, NJ: Prentice Hall

Lyne, L. S. (2006). *A Cross Section of Educational Research: Journal Articles for Discussion and Evaluation, Third Edition*. Glendale, CA: Pyrczak Publishing.

How this course will work: The work week for this course is Wednesday through Tuesday. Most assignments, unless otherwise specified, will be due Tuesday evening by midnight. Late assignments will not be graded. I will have new assignments, articles, presentations, etc. available Wednesday morning by 8am unless otherwise specified. I recommend checking the course at least every other day.

GRADED REQUIREMENTS:

Homework Worksheets (not graded): I will provide worksheets to help guide your reading. These worksheets will generally be short answer format. Completing these worksheets is completely optional but I highly recommend them. If you can answer the questions on the worksheets, you will be keeping up well with the material and the quizzes, exams, and ultimately the final paper will go much smoother for you. I would suggest printing off the worksheet before engaging in the rest of the material for the week.

Quizzes (5 pts each; 30 points total): There are six quizzes. Quizzes will be posted to D2L the Monday morning before they are due. They must be completed by the following Tuesday at midnight. Quizzes will include topics assigned for that week (readings, presentations, podcasts, etc). It is expected that you work alone on quizzes. You will have only one chance for each quiz so it is recommended that you complete all readings beforehand and have your notes available when you begin the quiz. It is the student's responsibility to make sure that they are taking the quiz on a reliable computer.

Final Exam (30 pts): The final exam will be cumulative. The final exam will include material covered in the assigned readings, lectures, quizzes, and homework assignments. Twenty points (40 questions at 1/2 pt each) of the final exam will be multiple choice and similar to the quizzes in content. The other 10 points will be short answer based off an article that will be provided.

Research Proposal (40 points): Each student will complete a research proposal. This will be mostly a literature review but will also include a modified methods section. You will provide both a qualitative and a quantitative research design proposal for this study. Each research proposal must be unique but students may share similar topics.

Article summaries (6 pts total; each set is worth up to 2 pts): You will hand in three documents over the course of the semester, each with two article summaries. These summaries will be increasingly complex. See *Article Summaries Rubric* for more details. Note that you may end up with **negative points** if the rubric is not followed.

Outline (5 pts): You will submit an annotated outline of your paper. This will include not only your topics but also citation for your sources. See the *Outline Rubric* for more details.

Draft (5 points): You will submit a full draft of the paper for a peer review exercise. Your grade will be: 5 pts for handing in a final-quality paper, 2 pts for handing in a good-draft-quality paper, or 0 pts for handing in a poor-quality-draft quality paper or no paper.

Peer review (4 points): You will engage peer-review of each others' papers. You will provide concrete feedback to assist your fellow students. Each student will be asked to provide feedback to two other students (as assigned by the instructor). An attempt will be made to have this be a blind peer-review. See the *Peer Review Grading Rubric* for more details.

Final paper (20 pts): You will use feedback to finish your paper. Your final paper will be an original research proposal based on your research interests and relevant to you career goals. See *Writing a Research Proposal* and *Research Proposal Rubric* for more details.

Extra Credit (5 points total possible for the course): A high level of participation above and beyond what is asked for will earn extra credit in small amounts, generally 1 point at a time. For example, if a student asks a question in the general forum and you provide a clear and respectful answer, I may award a point. This is entirely at my discretion.

GRADING: There are 100 points available during this class. Final grades are rounded. For example, a 93.5 will round up to 94 and a 93.4 will round down to 93.

Grade	A	A-	B+	B	B-	C+	C	F
Points	94-100	92-93	90-91	84-89	82-83	80-81	74-79	0-73

COURSE POLICIES:

Course Etiquette: Students are expected to be respectful of the instructor and other students. Discriminatory language (e.g., racial slurs, sexist language) in any graded assignment will result in a zero for that assignment.

Changes to This Syllabus: The syllabus is subject to change based on student need, time constraints, or other unforeseen factors. Any changes to the syllabus (e.g., required readings) will be posted to D2L. It is the responsibility of the student to keep aware of changes.

Late Work: All students are responsible for turning in assignments on or before the designated date. Exceptions to the posted due date must be approved by the instructor and will only be approved under extenuating circumstances to include legal, medical, or contractual obligation. Appropriate documentation will be required from any student turning in late work.

Files Management: Please save a hard copy of all your work until the class is over. Sometimes papers etc. get misplaced so it is a good idea to always save a copy. If you are required to do a portfolio, it's a good idea to have a clean copy.

Additional Course Guideline:

1. In order to fully participate and interact with all course materials, you will need the following technical skills:
 - a. The ability to use D2L (Desire to Learn) comfortably, including accessing content, discussions, and drop boxes.
 - b. The ability to learn new-to-you online programs such as iTunesU
 - c. The ability to use common technologies such as word processing programs, watching videos (such as YouTube or Quicktime), and listen to audio (such as Quicktime). Specifically, you will need:
 - i. Word processing program (Word) with which you can save .doc files
 - ii. A compatible browser
 - iii. iTunes
 - iv. Adobe reader
 - v. Quicktime plug in
 - vi. PowerPoint
2. All assignments must be saved and submitted as **.doc** files. If I cannot open your file, it will receive a zero.
3. The final paper (drafts, paper, etc) should be turned in to the instructor using the Turnitin program via the dropbox in D2L. Note that final papers will be checked for plagiarism with this program.
4. All papers must be in APA format. This includes heading formats, double spacing, and APA-approved fonts and font sizes (typically Times New Roman 12-pt is preferred). Margins should be one inch.
5. Be aware that online communication has its challenges. Tone is difficult to understand. Consider what you are trying to communicate and remember that your intent may not be inferred by your readers (fellow students or the instructor). Take a moment to re-read everything you write: assume that it will be taken in the worst possible light. Extend courtesy to others: try to assume the most charitable light possible. Keeping this in mind will make communication easier and far more civil. It is appropriate to use some emoticons in online postings or when giving feedback to others but these are not appropriate for your draft or your final paper. If you are feeling frustrated or angry, try to give yourself some time to cool off (possibly overnight) before responding.
6. There is a lot of material to cover in this class. Readings and assignments have been carefully selected to aid your understanding. Keeping up with material may feel like a challenge at first until you get into the rhythm of the course.
7. Participation in online discussion will aid your understanding but will not be graded (see Extra Credit for an exception to this).

CLASS SCHEDULE

Date	Reading/Activities Due by the End of the Week	Activities/Topics During this Week
<u>Intro</u> June 13 to June 14	<input type="checkbox"/> Review the syllabus <input type="checkbox"/> Watch <input type="checkbox"/> Introduction to the class	Introduction to class, syllabus review
<u>Week 1</u> June 15 to June 21	<input type="checkbox"/> Video/lecture <input type="checkbox"/> Creswell – Chapter 1 <input type="checkbox"/> Quiz 1	The scientific process Evidence-based research methods How to search for peer-reviewed articles
<u>Week 2</u> June 22 to June 28	<input type="checkbox"/> Video/lecture <input type="checkbox"/> Readings TBD <input type="checkbox"/> Quiz 2 completed before class <input type="checkbox"/> Article summaries Set 1 due- post to D2L	Basics of Statistical Methods Basics of Research Design APA Style
<u>Week 3</u> June 29 to July 5	<input type="checkbox"/> Video/lecture <input type="checkbox"/> Readings TBD <input type="checkbox"/> Quiz 3 completed before class <input type="checkbox"/> Article summaries Set 2 due- post to D2L	Types of research designs: Quantitative Types of research designs: Qualitative Types of research designs: Mixed
<u>Week 4</u> July 6 to July 12	<input type="checkbox"/> Video/lecture <input type="checkbox"/> Readings TBD <input type="checkbox"/> Quiz 4 <input type="checkbox"/> Article summaries Set 3 due- post to D2L <input type="checkbox"/> Outline of proposal	Evaluating Articles in Professional Literature <ul style="list-style-type: none"> • Literature Review • Hypothesis Developing a research Proposal Program Evaluation Research
<u>Week 5</u> July 13 to July 19	<input type="checkbox"/> Video/lecture <input type="checkbox"/> Readings TBD <input type="checkbox"/> Quiz 5 <input type="checkbox"/> Draft of proposal for peer review	Evaluating Articles in Professional Literature <ul style="list-style-type: none"> • Methods - Sampling Methods • Methods – Procedure • Methods - Instruments
<u>Week 6</u> July 20 to July 26	<input type="checkbox"/> Video/lecture <input type="checkbox"/> Readings TBD <input type="checkbox"/> Quiz 6 <input type="checkbox"/> Peer reviews completed and posted	Return to Inferential Statistics Evaluating Articles in Professional Literature <ul style="list-style-type: none"> • Results • Discussion
<u>Week 7</u> July 27 to Aug 2	<input type="checkbox"/> Video/lecture <input type="checkbox"/> Readings TBD <input type="checkbox"/> Final draft of research proposal	Ethics in research <ul style="list-style-type: none"> • Research Proposal Peer Review
<u>Week 8</u> Aug 2 to Aug 5 (Short Week)	<input type="checkbox"/> Final Exam – must be completed by 9pm on August 5th	No new topics introduced

Note: To keep file sizes down, videos and readings may be pulled from D2L after each week's quiz is finished. I strongly suggest that you download any files that you feel you will want to come back to. Any podcasts through iTunes are stable, however so you don't have to worry about downloading them. Since I am adapting material from counseling research to educational research, this reading list will be updated through the semester. You can always check the weekly folder on Wednesday mornings to see which readings are marked as "required."