

MEDT 8484**RESEARCH SEMINAR I****Semester Hours** 3**Semester/Year****Time/Location****Instructor****Office Location****Office Hours****Telephone****Email****Fax****Distance Support** WebCT Home Page
<http://webct.westga.edu>WebCT Help & Troubleshooting
<http://webct.westga.edu/help.htm>UWG Distance Learning
<http://distance.westga.edu/>Distance Learning Library Services
<http://westga.edu/~library/depts/offcampus/>Ingram Library Services
<http://westga.edu/~library/info/library.shtml>**Communication** The official university communication to students is through campus e-mail (myUWG). Be sure to access this several times a week to keep up-to-date on important information.**COURSE DESCRIPTION**

This seminar examines mixed methods (both quantitative and qualitative) used in media and instructional technology. Because the course addresses both theoretical and practical dimensions of educational research every student is expected to study exemplary research studies through

printed materials. Students are also expected to plan action research studies in school settings and start developing an electronic research portfolio. This seminar will also introduce computer based data analysis packages commonly used in instructional technology research.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme *Developing Educators for School Improvement*, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES

Students will:

1. refine their knowledge of the philosophical bases of educational research (Gall, Gall, & Borg, 2007; Jonassen, 2004; Patton, 2002); (D3 Lifelong Learners, D8 Knowledgeable; NBPTS Propositions 4, 5; ISTE Vb; AASL 8.2)
2. gain a knowledge of current research in an area of individual interest related to media or instructional technology (Jonassen, 2004); (D2 Leaders, D3 Lifelong Learners, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions 4, 5; ISTE Ib, Iib, Vb; AASL 2.2, 5.1, 8.1, 8.2)
3. gain a knowledge of research designs that can be used in diverse educational settings (Gall, Gall, & Borg, 2007; Johnson & Christensen, 2004; Patton, 2002); (D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions 3, 4, 5; ISTE Iib, IV b, c; Vb; AASL 5.1, 8.1, 8.2, 8.3)
4. design their own research studies, which includes writing an introduction, literature review, and proposed methodology section for their research projects (Gall, Gall, & Borg, 2007;

Johnson & Christensen, 2004; Patton, 2002) (D1 Decision Makers, D2 Leaders, D3 Lifelong Learners, D8 Knowledgeable, D9 Proactive, D10 Reflective; NBPTS Propositions 3, 4, 5; ISTE Iib, IV b, c; Vb; AASL 5.1, 8.1, 8.2, 8.3).

TEXTS, READINGS AND INSTRUCTIONAL RESOURCES

Required Texts

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington DC: Author.

Johnson, B., & Christensen, L. (2004). *Educational research: Quantitative, qualitative, and mixed approaches* (2nd ed.). Boston: Allyn and Bacon.

Supplemental Materials

You will find multiple learning aids for this course on the web page developed by Dr. Burke Johnson (one of the textbook authors). The web page includes lectures, concept maps, answers to chapter study questions, and multiple choice questions. Here is the URL:

<http://www.southalabama.edu/coe/bset/johnson/index.html> .

Another resource is the *Research Navigator* feature of your textbook. Just inside the front cover of your textbook, you will find the information for accessing Research Navigator.

Suggested Texts

Gall, M. D., Gall, J. P., & Borg, W.R. (2007). *Educational research: An introduction*. (8th ed.). White Plains, NY: Longman.

Eisner, E.W. (1997). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice* (2nd ed.). NY: Merrill Publishing Company.

Jonassen, D.H. (Ed.). (2004). *Handbook of research on educational communications and technology* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum Associates.

Locke, L.F., Spirduso, W.W., & Silverman, S.J. (2007). *Proposals that work: A guide for planning dissertations and grant proposals* (5th ed.). Thousand Oaks, California: Sage.

Merriam, S.B. (2000). *Qualitative research in practice: Examples for discussion and analysis*. San Francisco: Jossey-Bass.

Mills, G.E. (2007). *Action research: A guide for the teacher researcher* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

Patton, M.Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Trochim, W. (2006). *Web center for social research methods*. Retrieved June 4, 2007 from <http://www.socialresearchmethods.net>.

RESOURCES ON ACADEMIC WRITING

Writing Center @ UWG. (2007). Retrieved June 4, 2007, from <http://www.westga.edu/~writing/writing/index.htm>

Kerlins.net. Style guides. (n.d.) Retrieved June 4, 2007, from <http://kerlins.net/bobbi/education/writing/styleguides.html>

Campbell, L. (1994, August 4). *Some items I look for in a thesis prospectus*. Qualitative Research for the Human Sciences [QUALRS-L@uga.cc.uga.edu] [Online]. Retrieved June 4, 2007, from <http://www.nova.edu/~ron/campbell.html>

Levine, S.J. (2003). Writing and presenting your thesis or dissertation. Retrieved June 4, 2007, from <http://www.learnerassociates.net/dissthes>

Perry, C. (1995). A structured approach to presenting PhD theses: Notes for candidates and their supervisors. Paper presented to the ANZ Doctoral Consortium, University of Sydney, February 1994, with later additions to 18 September 1995 Retrieved June 4, 2007, from http://www.elec.uq.edu.au/doc/Thesis_guide/phdth1.html

University of Queensland. First thoughts to finished writing. Retrieved June 4, 2007, from <http://www.sss.uq.edu.au/linkto/phdwriting>

RESEARCH ETHICS

Institutional Review Board. (n.d.) University of West Georgia. Retrieved June 4, 2007, from <http://www.westga.edu/~irb>

ASSIGNMENTS, EVALUATION PROCEDURES AND GRADING POLICY

Link to Conceptual Framework: The focus of this course is to learn research methodology in Media and Instructional Technology as well as to plan empirical research projects. At the completion of each assignment, students will demonstrate achievement in the following areas:

Decision making: choosing interventions/innovations, data collection strategies, and analysis methods (**Assignments 4, 6**)

Leadership: taking responsibility for ongoing inquiry (**Assignments 1 - 4**)

Lifelong learning: studying the effectiveness of practices (**Assignments 1 - 7**)

Being adaptive: changing educational practices to meet students' needs (**Assignments 4, 5**)

Collaborations: working with colleagues and stakeholders to plan and conduct research
(Assignments 1, 4)

Cultural sensitivity: adapting interventions and innovations to meet the needs of diverse students
(Assignments 1, 4, 5)

Empathy: demonstrating sensitivity to the needs of individual, family, and community needs when planning a research project **(Assignments 1, 4, 5)**

Knowledgeable: drawing on pedagogical, content, and professional knowledge, including knowledge from others' research, when planning the intervention or innovation
(Assignments 1 - 7)

Being proactive: planning new interventions and innovations to better serve children
(Assignments 1, 4, 5)

Reflection: engaging in ongoing, continuous reflection about research and implications for educational practices **(Assignments 1 - 7)**

ASSIGNMENTS

Assignment 1: Participation/Class Activities and Online Discussions (15 points)

Students are expected to participate in all conference discussions and all class activities and are accountable for all materials covered. Students are expected to attend all scheduled face-to-face classes except in the case of emergencies.

(Course Objectives 1 - 4: checklist, observation)

Assignment 2: Research Article Review Chart (30 points)

Students will locate and review at least 15 peer-reviewed research articles. A chart will be developed to include the following information: reference citation in APA format, purpose of study, research questions, participants, methods (research design, variables, instrumentation), data analysis, findings/results, limitations, and implications.

(Course Objectives 1 - 4: checklist)

Assignment 3: Literature Review Map (10 points)

Students will create a graphic organizer illustrating the organization of the planned literature review research project. (Course Objectives 1 - 4: checklist)

Assignment 4: Literature Review Research Project (30 points)

Students will complete a literature review research project with at least 15 references to peer-reviewed articles or scholarly publications. The literature review research project will form the basis for further research on the topic. (Course Objectives 1 - 4: rubric)

Assignment 5: Certification --Human Participant Protections Education for Research Teams (5 points)

Students will complete the online training program offered by the National Institutes of Health regarding protection of human participants in research. Students will submit the actual certificate as evidence of training. The training program can be accessed at the following URL:

<http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp> .

(Course Objectives 3 - 4: certificate)

Assignment 6: Research Electronic Portfolio (5 points)

Students will place completed assignments/works in an electronic portfolio. Students may choose the format (e.g., web page, PowerPoint). (Course Objectives 1 - 4: checklist)

Assignment 7: Reflective Essay (5 points)

Students will write a reflective essay regarding their experiences in the course.

(Course Objectives 1 - 4: checklist)

EVALUATION PROCEDURES

Students will be evaluated in the following way:

Activity	Points Available	Assessment Tools	Due Date
1.a. Participation/Classroom	3	Checklist, Observation	June 5 8:00 – 11:10 a.m. Classroom
1.b. Participation/ Online Discussions	12	Checklist, Observation	June 14 , 11:59 p.m. June 19 , 11:59 p.m. June 21 , 11:59 p.m. June 28 , 11:59 p.m. July 5 , 11:59 p.m. July 12 , 11:59 p.m.
2. Research Article Review Chart	30	Checklist	June 28 , 11:59 p.m.
3. Literature Review Map	10	Checklist	June 28 , 11:59 p.m.
4. Literature Review Research Project	30	Rubric	July 12 , 11:59 p.m.
5. NIH Certification	5	Certificate	July 19 , 11:59 p.m.
6. Research Electronic Portfolio	5	Checklist	July 19 , 11:59 p.m.
7. Reflective Essay	5	Checklist	July 19 , 11:59 p.m.
TOTAL	100		

All work completed in this course must be original work developed this semester.

Extra credit assignments will not be made.

GRADING POLICY

The following grading scale will be used:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

Due dates - All assignments will be due on the due dates posted. Late submissions will not be accepted. Students checking in late or not completing an activity on time will receive a zero on their activity grades. Missed assignments can be made up only in the event of emergencies.

PROFESSIONALISM

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a face to face or online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time
- Arriving at and leaving class punctually
- Treating class members and colleagues with respect in and out of the classroom
- Eliminating interruptions in class. This includes cell phones and beepers.

Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences. If a second violation occurs, the student will meet with a departmental committee and may be dismissed from the program for at least one year.

DISABILITY POLICY

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services, Dr. Ann Phillips. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: <http://www.westga.edu/~dserve> . Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.
