

**MEDT 8485****RESEARCH SEMINAR II**

Semester Hours: 3

Semester/Year: Spring

Instructor:

Office Location:

Office Hours:

Telephone: Department - 836-6558

E-mail:

Distance Support: WebCT State University of West Georgia -  
<http://mywebct.westga.edu:7900/webct/public/home.pl>  
UWG Distance Education Helpline (770) 838-3018 (Monday – Friday  
8:00 a.m. – 5:00 p.m.)

Library Support: Ingram Library Distance Learning Services at the University of West  
Georgia - <http://www.westga.edu/~library/depts/offcampus/>,  
Irvine Sullivan Ingram Library -  
<http://www.westga.edu/~library/info/library.shtml>,

Fax: (770) 838-3088 – Department of Media and Instructional Technology

**COURSE DESCRIPTION**

This seminar is designed to extend students' empirical research experiences and help them develop proficiency in the use of research methodologies. Students develop an electronic research portfolio to showcase their work and present it at student's Ed.S. orals.

**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. develop an understanding of research and the research process as it relates to educational settings (Gall, Borg & Borg, 2003)  
(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);
2. become aware of research in the area of Media and Instructional Technology Education and study and conduct research that will make a contribution to the field (Gall, Borg & Borg, 2003; )  
(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. utilize quantitative and/or qualitative techniques to analyze data from research conducted in an educational setting. (Gall, Borg & Borg, 2003)  
(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); and
4. prepare an electronic research portfolio which showcases completed student projects on three levels: theoretical products; empirical products and; professional engagement and leadership activities -following the APA format and College of Education writing guidelines (APA, 2001; Gall, Borg & Borg, 2003)  
(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**

**Suggested Texts:**

- American Psychological Association (2001) *Publication manual of the American Psychological Association* (5<sup>th</sup> edition) Washington D.C.: American Psychological Association.
- Cohen, L. and Manion L. (1998). *Research methods in education* (4<sup>th</sup> Edition). London: Routledge.
- Colorado State University's English Department's Guides to Social Science and Qualitative Research. Available: <http://writing.colostate.edu/references/research.cfm>
- Gall, M. D., Borg, W. R., Gall, J. P. (2003). *Educational research: An introduction*. (7<sup>th</sup> Edition). White Plains, New York: Longman.
- Li, X., & Crane, N. B. (1993). *Electronic style: A guide to citing electronic information*. Westport, CT: Meckler. On-line version for forthcoming revised edition: <http://www.uvm.edu/~ncrane/estyles/>

## 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. The overall evaluation for this course is structured so that each assignment is aligned with completing a different step of the research project by applying educational research methodology covered in the class time. At the completion of this research project, students will have demonstrated achievement in the areas of: *Decision making*: choosing interventions/innovations, data collection strategies, and analysis methods (**Assignments 1; 2a; 2b; 2c; 2d**) *Leadership*: taking responsibility for ongoing inquiry (**Assignments 1; 2b; 2c; 2d; 2e**); *Lifelong learning*: studying the effectiveness of practices (**Assignments 1; 2a; 2b; 2c; 2d; 2e; 2f**); *Being adaptive*: changing educational practices to meet students' needs (**Assignments 1; 2b; 2c; 2d**); *Collaborations*: working with colleagues and stakeholders to plan and carry out research project (**Assignments 1; 2b; 2c; 2e; 2d**); *Cultural sensitivity*: adapting interventions and innovations to meet the needs of diverse students (**Assignments 1; 2b; 2c; 2d**); *Empathy*: demonstrating sensitivity to the needs of individual, family, and community needs when planning research project (**Assignments 1; 2f**); *Knowledgeable*: drawing on pedagogical, content, and professional knowledge, including knowledge from others research, when planning the intervention or innovation (**Assignments 1; 2a; 2b; 2c; 2d; 2e; 2f**); *Being proactive*: implementing new interventions and innovations to better serve children (**Assignments 1; 2a; 2b; 2c; 2e; 2f**); *Reflection*: engaging in ongoing, continuous reflection of the research project to determine effectiveness of interventions and innovations (**Assignments 1; 2a; 2b; 2c; 2d; 2e; 2f**).

### Activities and Assessments:

#### 1. Class Attendance and Class Participation:

- Students are expected to attend all face-to-face meetings. This course will be taught 50% face-to-face and 50% online. Students who miss two face-to-face meetings will not get an A.
- Students must submit assignments by the due dates. Penalties will be applied for late assignments.
- Students are expected to post to the bulletin board on the designated dates. Penalties will be applied for late work.

- Students must respond to formative and summative assessments build into the course to provide the instructor with timely feedback on how the course is going and suggested revisions.
- Students are expected to respond to student's work in the course and provide helpful feedback on assignments.
- Students must keep in touch with the instructor and ask for assistance as needed, especially when technical problems occur or questions arise from the course. She can be reached at [bozkan@westga.edu](mailto:bozkan@westga.edu) or 770-836-4421.

(Course Objectives: 1, 2, 3, 4 ; Conceptual Framework: D1; D2; D3; D4; D6; D7; D8; D9; D10)

## 2. Student Work:

All student work submitted during the course is required to be original. All projects must be completed to be graded.

### a. Assignment 1 – Overall design of electronic research portfolio

(Course Objectives: 2, 3, 4; Checklist)

**Electronic research portfolio:** Students will develop an electronic research portfolio to showcase their work completed in this course. If students have taken MEDT 8484 Research Seminar I course first, then they can continue developing the same portfolio, and present it with its entirety in Ed.S. orals.

One way to organize electronic portfolio components can be: conceptual/theoretical products; empirical products; professional engagement and leadership activities.

### b. Assignment 2 – Survey study report

(Course Objectives: 1, 2, 3, 4; Rubric)

**Survey study report** (max. 25 pages): Contains abstract (100-150 words), introduction, literature review, methodology, results and discussion, references and appendixes sections. APA style guidelines should be followed in the write up.

### c. Assignment 3 – Observation study report

(Course Objectives: 1, 2, 3, 4; Rubric)

**Observation study report** (max. 25 pages): Contains abstract (100-150 words), introduction, literature review, methodology, results and discussion, references and appendixes sections. APA style guidelines should be followed in the write up.

**d. Review of a seminal article/book (2-4 pages):** Students will identify a seminal work (article, book, etc.) related to their field of study and write a review/critique of it.

### e. Assignment 5- Portfolio Presentation

(Course Objectives: 2, 3, 4; Checklist)

**f. Assignment 6- Reflection Papers**

(Course Objectives: 1, 4; Rubric, Checklist)

**Reflection paper** (2-3 pages long): Major focus of this paper will be the research experience students had while conducting survey and observation projects as well as whole research experience. Some of the points need to be addressed in this paper are –this paper also be considered as self-evaluation paper:

1. What skills, knowledge and insights you have gained during this project,
2. What are the topics/ activities/ tasks you accomplished most successfully in this research project, and why you felt these to be your best skills as a researcher,
3. What were your least successful works/skills, and why you felt these were your worst work,
4. Your greatest strengths as a researcher,
5. What other tasks related to these projects you most need to work on in the future.

**Evaluation Procedures:**

Students are evaluated in the following areas:

Activity	% of Final Grade	Type of Assessment
1. Class Participation/Participation to online discussion forums	15%	Checklist
2a. Overall design of research e-portfolio	5%	Checklist
2b. Survey study report	25%	Rubric
2c. Observation project report	25%	Rubric
2d. Review of a seminal work	15%	Rubric
2e. Electronic research portfolio presentation	5%	Rubric
2f. Reflection Paper	10%	Checklist
<b>Total</b>	<b>100%</b>	

**Grading Policy:**

The grading scale is as follows: A=92-100%, B=82-91%, C70-81%, F=69% and below.

**CLASS POLICIES**

## 1. Submitting Assignments

Students are expected to submit assignments on time. Valid reasons for submitting work late must be cleared with the instructor in advance. (It is the student's responsibility to contact the instructor when extenuating circumstances take place) Class projects that are

late will be assessed a -.05% for each day late. All assignments are due by midnight on the due date. Any assignments posted after midnight are considered late.

## 2. 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, beepers.

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

## 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 2003-2004 Connection and Student Handbook.

Students who violate the academic code on any assignment will be given an F on the assignment and an F in the course. Students will be notified immediately of this violation. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

## COURSE OUTLINE (Tentative)

WEEK	ACTIVITY	ASSIGNMENTS	FORMAT
Week 1	Introduction to the course; Review Syllabus; Overview of survey designs		Face-to-face
Week 2	Working on survey design; Ethical issues -consent forms.		Online
Week 3	Developing scholarship in the field; Trends and developments; Collecting survey data.		Face-to-face
Week 4	Analyzing survey data		Face-to-face
Week 5	Writing up survey report		Online

Week 6	Presenting survey project	Presentations	Online
Week 7	Seminal readings in the field		Face-to-face
Week 8	Designing an Observation study. New methods in qualitative methodology: vignettes; using documents and visuals as data.		Online
Week 9	Discussion on seminal readings; Designing observation instruments		Face-to-face
Week 10	Collecting data for observation study		Online
Week 11	Analyzing observation study		Face-to-face
Week 12	Working on observation study report		Online
Week 13	Presenting observation project		Face-to-face
Week 14	Student presentations		Online
Week 15	Student presentations		Face-to-face
Week 16	Putting all together	No class meeting	Electronic research portfolio and Reflection Paper are due