Auburn University Syllabus

Title   EDMD 7300 – Research in Instructional Technology
Credit   3 Semester Hours
Prerequisite   FOUN 7200
Professor   Dr. Sara Wolf
                   4066 Haley Center
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Date Syllabus Prepared   January 2010

Text and Materials
Required Texts:

> Ling Pan, M. (2008). *Preparing literature reviews: Qualitative and quantitative approaches* (2nd ed.). Glendale, CA: Pyrczak.

> American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Recommended Texts:

> Pyrczak, F. & Bruce, R. R. (2007). *Writing emprirical research reports: A basic guide for students of the social and behavioral sciences* (6th ed.). Glendale, CA: Pyrczak.

> Rudestam, K. & Newton, R. R. (2001). *Surviving your dissertation: A comprehensive guide to content and process* (2nd ed.). thousand Oaks, CA: Sage.

Other Recommended Reference Sources:
Each of the sources listed below (except where noted) are available in the Learning Resources Center in Haley Center. Be sure to check the RBD library as well, as newer editions may be available.

- Handbook of Educational Psychology
- Handbook of Reading Research
- Handbook of Research for Educational Communications and Technology
- Handbook of Research on Curriculum
- Handbook of Research on Literacy in Technology at the K-12 Level
- Handbook of Research on Teacher Education
- Handbook of Research on Teaching
- Curriculum Trends: A Reference Handbook (Valerie J. Janesick) – Available in RBD Library (LB 1570 .J33 2003)
- Corrections to the First Printing of the *Publication Manual of the American Psychological Association* (6th ed.). Students who purchased APA Publication Manuals last semester are strongly encouraged to locate and download the corrections document provided by APA.

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It is a short document, just 8 pages, so printing should not be a problem. The URL for the corrections document is: http://supp.apa.org/style/pubman-reprint-corrections-for-2e.pdf

Recommended Materials:

- EndNote Software – Available through the AU Bookstore for approximately $109 (check with them to be sure). You may also find it online through various resellers. Endnote offers a 30-day trial version if you'd like to see what it's like before purchasing a copy, or to use while you're waiting to purchase your copy (http://www.endnote.com/endemo.asp).

Course Description

A forum for sharing research perspectives, exploring the processes involved in defining research problems and analyzing research theories, problems, and methods in instructional technology.

Course Objectives

After appropriate learning activities the student will:

1. Demonstrate the ability to locate, evaluate, and use high quality empirical research to support a selected research hypothesis.
2. Discuss the historical trends of instructional technology development and use in educational settings.
3. Synthesize existing research from multiple fields of interest as it relates to instructional technology.
4. Apply ethical standards to the design, development, and evaluation of empirical research studies.
5. Demonstrate the ability to use technology-based tools and resources to manage the inquiry process.

Course Content

EndNote Workshop @ AU Library w/ Bob Buchanan

Date	Topic	Assignment Due
Jan 14	Introduction to course; Accessing AU wireless network (Asim Ali – LRC); Research in educational technology	
Jan 21	EndNote workshop (Bob Buchanan); AU Library orientation; Evaluating research reports	Meet in RBD Library "Lobby Lab" (2nd floor. It is the computer lab that is across from Caribou Coffee and next to Copycat)
Jan 28	Managing large electronic documents; Exploring issues in the literature – Identifying researchable topics	
Feb 04	Tools for organizing research literature; The writing process	
Feb 11	Problem statements and research questions	Class Timeline Completed

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Feb 18	Quantitative and qualitative research methods	
Feb 25	Ethics in research; IRB guest speaker (TBA)	CITI Training Certificate of Completion Due
Mar 04	Presenting research results	IRB Form Due
Mar 11	Writing research outlines	
Mar 18	**Spring Break – No Class Meeting**	
Mar 25	TBA	
Apr 01	Initial peer editing (Big idea)	First draft of Proposal/Lit. Review
Apr 08	Subsequent peer editing (Logic)	Second draft of Proposal/Lit. Review
Apr 15	Penultimate peer editing (Flow, "Voice", etc.)	Third draft of Proposal/Lit. Review
Apr 22	Final peer editing (APA, Spelling, etc.)	Fourth draft of Proposal/Lit. Review
Apr 29	Arlington – No Formal Class Meeting	Proposal/Lit. Review Due

Course Requirements

Students are expected to:

1. Attend scheduled class meetings and contribute to class activities and discussions in a collegial fashion.
2. Substantively contribute to the development of a literature-based timeline that illustrates the relationship between technological developments, educational theory developments, and historical events.
3. Complete the appropriate CITI Training for IRB purposes (http://www.auburn.edu/research/vpr/ohs/resources.htm). Students will identify the appropriate sections to complete with the assistance of the professor.
4. Complete an IRB Research Protocol Review Form (http://www.auburn.edu/research/vpr/ohs/forms/IRB%20Protocol%20Review%20Form_R 803.pdf) for a selected research interest or problem.
5. Complete ONE of the following two major writing projects:
   a. Research proposal that could be used as the beginning of the dissertation writing process (ideal for doctoral students).
   b. Extensive literature review that traces the literature for an identified (and approved) topic (ideal for master's degree students).

Specific requirements for each project will be provided via separate assignment sheets that will be posted in Blackboard. Students are encouraged to access those assignment sheets well in advance of commencing work on the projects to ensure that work efforts are accomplished in the most efficient and effective manner as possible. Students are also encouraged to consult with the professor for the clarification of projects to ensure that they have a complete understanding of all project requirements.

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Grading and Evaluation

Requirement	Point Value
Timeline	10
CITI Training	15
IRB Form	25
Major Writing Project	100
Total:	*150*

Final grades (point values) will be computed based on the ratio of points earned to points available throughout the semester. Final grades will be assigned according to the following grading scale:

90-100% (135 pts).......A
80-89.9% (120 pts)......B
70-79.9% (105 pts)......C
60-69.9% (90 pts).......D
Below 60% (<90 pts)... F

All assignments are due at the beginning of class meetings. Online discussions are due according to the assignment sheet provided in the Blackboard site. Any assignment presented or turned in late will be penalized 10% for each calendar day it is late. Late assignments presented or turned in late after two calendar days will not be accepted and will receive a grade of 0.

Class Policy Statements
Special Notes:

- Students should make sure that any technological problems encountered while using public computers in the LRC, or while in class are *immediately* reported to the instructor, and to the LRC staff in writing. Students should write the number of the computer (found either ron the monitor or on the CPU), the time the problem occurred, the specific tasks being attempted when the problem occurred, name & Email of the student discovering the problem, and a detailed description of the prlbme. This will provide the LRC staff witht eh necessary information to quickly address and correct the problem.
- Students are also *strongly* encouraged to contact the instructor regularly during class, office hours or via e-mail for assistance; clarification, if needed, on assignment requirements; and for periodic review of class progress.
- Auburn University has provided each student with an email account. These accounts are used as the official communication medium between the university and the student. For this reason, students should communicate with the instructor using *only* their official university (TigerMail) accounts or via the Blackboard email option. Email originating from Hotmail, AOL, or other non-auburn sources will *not* be opened by the instructor.

Assignment Submission:

- Assignments are due at the beginning of the class period noted. In cases where assignments are emailed to instructors, they are due *prior to the beginning* of the class indicated on the sche4dule.

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- All graded work must be submitted in hard-copy to the instructor. This allows for flexibility in grading and evaluation procedures and for written feedback to be provided to the students. There will be times when the instructor will require that students also submit and electronic copy of assignments in addition to the hard copy. In these cases *both* copies must be identical in form, format, and content.

Data Maintenance:

- It is the *student's responsibility* to maintain backup copies of electronic files and assignments and to complete assigned work in the time available. Students are *strongly encouraged* to utilize their public server space provided by Auburn University as one of their back-up options. However, this should **not** be the **only** option used by students. Flash ("thumb") drives, CDs, and other forms of portable storage media should also be used to guard against data loss. Failure to submit assignments due to data loss is not an acceptable excuse.

- Students are *strongly encouraged* to make regular time in their schedules for the completion of computer-based projects. Typically *more time* is needed than is available in the class meeting schedule for the successful completion of these projects.

- The instructor may request to see a student's electronic and/or backup copies of project or assignment files at any time during the semester in order to assess progress.

Attendance Policy

- Students are expected to attend all scheduled class meetings and activities (whether online or face-to-face).

- If students are unable to attend a class meeting or activity, the attendance provisions set forth in the Tiger Cub will be followed.

- Students who are absent for "excused" reasons (please see the Tiger Cub for specific information regarding excused absences) must provide the instructor with appropriate documentation within one (1) week from the date of the absence. Since this is a class that meets once per week, that means that the documentation must be provided to the instructor **no later than the end of the class session following the date of the absence.** If the reason for the absence is such that this is not possible, it is the student's responsibility to communicate with the instructor and make other arrangements.

- "Excused" absences are defined as absences that have been documented as occurring for University approved reasons as described in the Tiger Cub. **All absences will be considered to be "Unexcused" until and unless the instructor is in possession of the appropriate documentation for that absence.** Please be aware that the instructor may verify any or all medical or other documentation that is presented for absence verification purposes. The falsification or forgery of medical documentation is considered to be an act of Academic Dishonesty, subject to sanctions as spelled out in the Tiger Cub by the Academic Dishonesty Committee. Additionally, some physicians have been known to file separate civil charges against those who have committed this type of forgery.

Make-up Quizzes and Exams:

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- Make-ups will be given only for University approved excuses as outlined in the Tiger Cub.
- Arrangements to take a make-up quiz or an exam must be made in advance, except in cases of dire medical circumstances.
- Students who miss a quiz or an exam because of illness need a doctor's statement of verification of sickness and should clear the absence with the instructor the day they return to class.
- Other unavoidable absences from campus must be documented and cleared with the instructor in advance.

Participation:

- This is a research seminar class. As such, the success of the course depends upon each member of the class contributing and participating during in-class activities (whether online or face-to-face). Seldom do I have to remind graduate students to engage in class activities. However, I do recognize that not all students participate in the same way. In light of these recognized differences between students I am providing a few common definitions of participation within the scope of this class. To this end,
  ### Participation in EDMD 7300 is defined as:
  - o Regular, collegial contribution to class discussions (both in class and online):
    - Providing assistance to classmates for "troubleshooting" purposes
    - Treating classmates with respect and dignity both during in class activities and online interactions.
    - Continuing discussions (in class and online) in such a manner that encourages other to participate rather than discouraging them.
  - o Attending to class activities in a professional manner:
    - Coming to class prepared with materials and any handouts that you might need to complete class activities
    - Giving guest speakers your full attention
    - Keeping personal interruptions via cell phone or other forms of electronic communication restricted to break times or before/after class time
    - Cooperating with your classmates for team projects in a professional way
    - Paying attention to your peers while they are participating in the class.
  - o **This list is by no means exhaustive.** There are many ways to participate in class and online. It is intended to be a basic list that can be expanded upon by you when appropriate. IF you think of an item that you think should be added, please do not hesitate to let me know.

Academic Misconduct:

- In the event the instructor suspects a student has acted in an academically dishonest manner, the provisions set forth in the Tiger Cub will be followed.
- Your instructor will provide you with specific directions regarding the permissibility of certain behaviors in the completion of class-related assignments and projects via the individual assignment sheets for each project.

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- Acts of suspected dishonesty in any work will result in a grade of "Pending" (PE) being submitted as the final course grade for all parties involved. This grade will remain in effect until the outcome of the Academic Honesty proceedings has been determined.
- If, during the course of the semester, you have questions about the permissibility of an action relating to class related assignments or work, be sure to contact your instructor to verify whether what you would like to do is permitted. Failure to contact the instructor assumes that you will bear responsibility for the consequences of your actions.
- In order for there to be a common understanding regarding what constitutes academic honesty for EDMD 7300, the following definitions and limitations of behavior are provided:
    - **Plagiarism:** (From dictionary.com): the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.
    This means that whenever you use the ideas, thoughts, words, or language that someone else has used before, you must give proper credit.
    - **"Double Dipping":** Submitting work for this class that has already been submitted for grading and/or evaluation in another class. This means that you cannot "recycle" a paper from a class that you took sometime in the past or are currently taking for an assignment in this class. In the event that you think a topic might be applicable for this class that has been used in another class, you *must* have a discussion with me *prior* to beginning work on the project.
    - **"Unauthorized Assistance":** Completing any or all of a project for another student in cases of individual-effort projects. Providing another student past or current work for use in current project assignments. This means that you shall not *do* another student's work, nor shall you provide work that you've completed in the past to another student for the purpose of "copying" or similar action. **However,** during the course of the semester we will be acting as peer-editors for some of our writing assignments. **Editing in the form of proof-reading and editorial commenting is permitted** as long as the editing does not take the form of "re-writing." Specific instruction will be provided in class as to the permissible form that this sort of assistance may take.
    - **Forged Medical Excuse:** Providing the instructor with a falsified medical excuse. This may be in the form of altered excuses, forged signatures, stolen documents, or other similar action.

Accommodations:
- It is the policy of the University and the instructors to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire accommodations to complete course requirements, you may request disability accommodations. Please contact the Students With Disabilities Office (844-2096). After

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initial arrangements are made with that office, contact your professor to arrange an appointment to discuss the Accommodation Memo.