



College of Education

The Mission of the College of Education is to prepare competent, confident, and caring professionals.

ED 630: Educational Inquiry & Collaboration

Fall Semester 2011

Course Access: <http://d2l.sdbor.edu>

Last Day to Drop Course without transcript entry	Sep 7, 2011
Last Day to Drop Course with a "W"	Nov 10, 2011
IDEA Surveys open online	Nov 21 – Dec 12, 2011

Professor:	Dr. Dorothy Fuller
Campus Office:	Jonas Academic Bldg, Rm. 226
Online Hours:	M – F: 9:00 – 11:00 a.m. Mountain Time
Online Chat Office Hours:	M, W: 11:00 – 11:30 a.m. Mountain Time
Office Phone:	Tu, Th: 3:30 – 4:00 p.m. Mountain Time
Mobile Phone:	605.642.6887
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Course Description

This course provides an orientation to the MSCI, to the use of the Internet and to the online learning environment for collaborative learning, to a wide array of electronic databases for scholarly inquiry. It provides an introduction to graduate writing and to qualitative and quantitative research methods. (3 semester hours)

Course Prerequisites

Successful completion of a baccalaureate degree program and K-16 teaching experience

Description of Instructional Methods

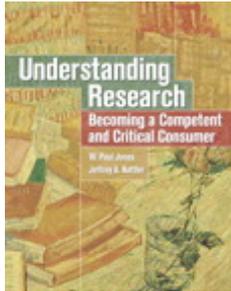
This course is conducted entirely online through the Desire2Learn course management system. Instructional methods include

- Asynchronous threaded discussions
- Mini-lectures on elements of research

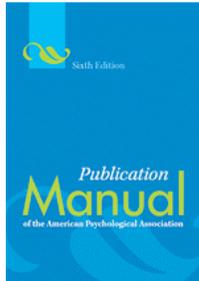
- Project-based learning activities
- Quizzes and surveys

Required Texts & Materials

Textbooks can be purchased online through the [BHSU Bookstore](#). You will need the following textbook for activities from the first week of class through the end of the course.



Jones, W.P. & Kottler, J. A. (2006). *Understanding Research: Becoming a Competent and Critical Consumer*. Upper Saddle River, NJ: Pearson.
ISBN: 0131198440



American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: APA.
ISBN: 9781433805615

Standard VI.5



Technology Requirements

This course is conducted entirely over the Internet through the learning management software Desire2Learn. All participants will need

- Regular access to a personal computer (either Windows or Macintosh systems)
- Regular access to the Internet (high speed connection recommended)
- Internet Explorer or Firefox web browser (if you use a Macintosh system Firefox is the recommended web browser) **Free Downloads:** [Internet Explorer](#); [Mozilla Firefox](#)
- Updated virus protection software for the computer you use to access this course. As a BHSU student you can download current antivirus software from our Technical Support Services. <https://iis.bhsu.edu/tss/faq/downloads.cfm> **You will need your BHSU e-mail account name and password to complete the download.**
- Current User ID and Password for Desire2Learn (D2L). Information on obtaining these will be sent to your BHSU student mail account when you are registered in the course.

In addition participants will need the following:

- Adobe Reader [Free Download](#)
- MS Word 2007 or the Compatibility pack [Free Download](#)
- Access to MS PowerPoint or the MS PowerPoint viewer [Free Download](#)

Standard VII.1

- Adobe Flash Player 10 or higher [Free Download](#)

Technical Assistance Points of Contact

If you have difficulties connecting with the D2L server for any reason, you may contact

- [Anne Stevens](#), Instructional Technology & Student Support Coordinator (605-642-6064)
- Your instructor: [Dr. Dorothy Fuller](#), Office: (605-642-6887); Mobile (605-645-8724)

Course Policies

Standard V.4

Attendance

Participants in this course will be expected to attend class and participate in assigned activities for a minimum of 3 hours per week spread over at least 2 days. As with any asynchronous course, the decision of which days and which times of day is entirely up to the individual. For those who plan to travel during the course (for personal or professional purposes), it is each participant's responsibility to plan for alternative ways to connect to the class and participate in course learning activities, including class discussions in order to meet expectations for course participation.

Required E-Mail Address for all School Contacts

All university contacts about registration, billings, emergency closures, links to course evaluations, and other official university correspondence will be sent to your BHSU student e-mail account. (Your Yellow Jacket account). Students should make it a point to check the Yellow Jacket account at least once a week.

Assignments

Due Dates: Assignments are expected on the established due dates. In the event of network failure, due dates will be extended accordingly. If for some reason you know that you will not be able to meet the due date, you should make alternate arrangements with the instructor **before** the assignment is due. Make up of missed assignments because of personal emergencies should be coordinated with the instructor as soon as possible.

Revision & Resubmission Learning happens by experimenting, trying new and unfamiliar approaches, and pushing the limits. It happens by making lots of mistakes and then examining the mistakes and figuring out how to fix them and then fixing them and continuing the process of experimentation and refinement. All course participants are encouraged to consider peer and instructor feedback and make revisions and resubmit work during the semester. All re-submitted work will be re-assessed and additional feedback will be provided. Grades will also be adjusted as required.

Instructor Presence & Feedback

Standard V.3



Assignments vary in requirements, length and complexity. Discussion assignments and class questions are normally answered within 24 hours during the week. Weekend response times may be as long as 48 hours. Discussion feedback may be given publicly or privately depending on the issue and needs at the time. Written assignments and audio-visual assignments will not be returned until after the assignment due date has passed. Feedback for most assignments will be provided within 7 calendar days.

Style Manual

All written assignments will be written in a style consistent with the American Psychological Association Style Manual, 6th edition. Students are expected to use standard word processing tools to create headers, footers, pagination, indentations, and standard margins and line spacing.

Academic Honesty

- Each participant is expected to submit original work during the course and to appropriately cite the work of others. Failure to properly cite the work of others, including other work previously completed and submitted by the writer, is recognized as plagiarism.
- According to the 6th edition of the Publication Manual of the American Psychological Association, "Authors do not present the work of another as if it were their own work. Whether paraphrasing, quoting an author directly, or describing an idea that influenced your work, you must credit the source. To avoid charges of plagiarism, take careful notes as you research to keep track of your sources and cite those sources according to the guidelines presented." The current APA Manual also defines self-plagiarism as ". . . the practice of presenting one's own previously published work as though it were new."
- In this all course student work is subject to random electronic scanned using TurnItIn.com. Any student work with evidence of plagiarism will have points deducted from the assignment equal to the percentage of plagiarism in evidence. As an example, a paper with 25% of work plagiarized will lose 25% of the total assignment value.
- Additionally, a copy of the plagiarized assignment will be placed in the student's course, and a summary of the incident will be forwarded to the office of the **Standard VIII.1** ion Graduate Coordinator.
- There will be no resubmission opportunity for plagiarized assignments.

ADA Information

Reasonable accommodations, as arranged through the Disabilities Services Coordinator, will be provided students with documented disabilities. Contact the BHSU [Disabilities Services Coordinator](#), (605) 642-6099, Room 145, Woodburn Annex, for more information.

Freedom in Learning

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion for learning the content of any course of study for which they believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the chair of the department in which the course is being taught to initiate a review of the evaluation.

**Standards II.1, II.2,
II.3, II.4, and III.1**

Course Objectives

Participants in this course will be able to

1. Develop skills in using computer and telecommunications technologies to communicate and collaborate as professional educators,
2. Establish and maintain learning communities to support academic and professional endeavors,
3. Identify elements of different research designs,
4. Understand and apply educational research terminology
5. Recognize and interpret common statistics used in research reports,
6. Evaluate the quality and reliability of educational research,
7. Use electronic resources for finding current educational research that addresses their practice, an
8. Design, conduct and report results of an action research project related to current teaching experiences

Standards

The content of this course also supports the following National Board of Professional Teaching Standards:

4. Teachers think systematically about their practice and learn from their experience
5. Teachers are members of learning communities.

The content of this course is designed to meet the following IRA Reading Specialist/Literacy Coach Standard

Standard 6: Professional Learning & Leadership

Candidates recognize the importance of demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

OR

ISTE Standards for Technology Facilitators:

6.2. Continuous Learning

Candidates engage in continuous learning to deepen content knowledge and professional knowledge, skills, and dispositions in organizational change, professional development, and instructional design.

Standard V.1

6.3. Reflection

Candidates regularly evaluate, reflect on, and synthesize their work and research in order to improve and strengthen their professional practice.

Course Learning Activities

- 1. Create and enrich a learning community.** Participants will use public forums of the D2L Discussion Tool to establish academic and professional connections with other members of the group. Activities will include establishing commonalities of purpose, identifying research interests, and sharing ideas and points of view regarding many aspects of effective teaching and meaningful learning in the 21st century.
- 2. Identify types and common elements of educational research.** Participants will examine a variety of current educational research reports to identify quantitative and qualitative research designs and to identify common sections of research reports to include introductions, reviews of literature, methodologies, results and discussions.
- 3. Find, read, decipher, and evaluate educational research.** Participants will use Internet-based search tools to find current educational research and read and evaluate specific reports for overall effectiveness.
- 4. Identify specific researchable problems pertinent to applications in teaching.** Participants will identify, clarify and focus specific problems related to teaching and learning in their K-12 classrooms that may serve as foundations for individual research projects.
- 5. Conduct a small action research project.** Participants will research a problem related to learning and teaching as it occurs in their own teaching environment. They will design the research, collect and interpret data and draft a complete research report of their activities suitable for consideration in a professional journal focused on k-12 teaching.

Course Evaluation

Levels of student performance will be determined by rubrics related to each ISTE Technology Facilitator standard identified for this course (See Attachment A). Learning activities will constitute the following percentages of the total course grade:

Discussion Activities, Quizzes, Surveys & Peer Reviews	40%
Conducting Research & Writing Research Report	50%
Reflective Analysis of Learning	10%

Standard III.2



Course Grade

90% – 100%	A
80% – 89%	B
70% – 79%	C
60% - 69%	D
Less than 69%	F

Standard III.2



ED 630 Course Outline/Schedule (Subject to Change)

Timeframe	Learning Activities	D2L Tools	Assignments
Aug 29 – Sep 3	<p>Unit 1: Course Overview & Orientation</p> <ul style="list-style-type: none"> • Set up profile • Use Content to find assignments & Guides • Complete Orientation Assignment • Take survey to provide essential contact information 	Content Discussion Dropbox Survey	<p>By Sep 4: Complete all orientation activities & submit activity summary sheet to Dropbox Folder for Unit 1</p>
Sep 4 - 10	<p>Unit 2: Exploring Action Research</p> <ul style="list-style-type: none"> • Brief Exploratory Action Research Project - Small Group Activity • Reflect on learning 	Content Discussion Dropbox	<p>By Sep 5 Regularly and actively participation in small group planning & preparation By Sep 9 Share results of project with group members By Sep 10 Submit Learning Reflection to Unit 2 Dropbox Folder</p>
Sep 11 - 17	<p>Unit 3: Educational Research Close Up</p> <ul style="list-style-type: none"> • Assigned Readings • Mini lectures (PPT) • Small Group Discussion • Learning the Terminology • Reflection: Summary of learning & identification of questions 	Content Discussion Dropbox Quiz	<p>Early, regular & active participation in small group discussion and work By Sep 17 - Terminology Quiz closes - Submit Learning Reflection to Unit 3 Dropbox</p>

Sep 18 - 24	Unit 4: Finding a Research Problem <ul style="list-style-type: none"> • Reflecting, Questioning, Comparing & Deciding • Telling a story • Asking a question • Introducing your research problem 	Content Discussion Dropbox	By Sep 21 Create list of possible research projects By Sep 24 Submit the Problem Introduction to Unit 4 Dropbox Folder
Sep 25 – Oct 5	Unit 5: Finding Relevant Research <ul style="list-style-type: none"> • Using Google • Using ERIC • Using the E. Y. Berry Library Databases • Empirical Research Findings • Summarizing & evaluating information • Learning Reflection 	Content Discussion Dropbox	By Oct 5 Submit summary & Evaluation Activity to Unit 5 Dropbox Folder By Oct 7 Submit learning reflection to Unit 5A Dropbox Folder
Oct 6 - 19	Unit 6: Writing the Review of Literature & Understanding APA <ul style="list-style-type: none"> • Summarizing & Synthesizing relevant information • Citing Sources & avoiding plagiarism • Creating a reference list • Creating research questions or an hypothesis • Putting together the Introduction section of your paper 	Content Discussion Dropbox Quiz	By Oct 19 <ul style="list-style-type: none"> • Take APA quiz • Submit Review of Literature section to Unit 6 Dropbox Folder
Oct 20 – Nov 2	Unit 7: Designing Your Research & Using Common Statistics <ul style="list-style-type: none"> • Deciding best method to find information to answer question • Designing your research plan • Being ethical • Writing the methods section of your paper 	Content Discussion Dropbox Quiz	By Nov 2 <ul style="list-style-type: none"> • Take Methods Quiz • Submit methods section Unit 7 Dropbox Folder
Nov 3 - 18	Unit 8: Gathering & Analyzing Data <ul style="list-style-type: none"> • Collecting the data • Organizing, interpreting & displaying data • Writing the Results section of your research 	Content Discussion Dropbox Quiz	By Nov 19 <ul style="list-style-type: none"> • Take quiz on research statistics • Collect data for your research project • Submit the Results section to the Unit 8 Dropbox Folder

Nov 19 - 28	<p>Unit 9: Significance of Findings & New Questions</p> <ul style="list-style-type: none"> • Identify types of significance • Identify limitations of findings • Identify questions and opportunities for future research • Write the Discussion/Conclusions section of your paper 	Content Discussion Dropbox	<p>Early, active and supportive participation in Small Group Discussion.</p> <p>By Nov 28 Submit Discussion/Conclusions Section to Unit 9 Dropbox Folder</p>
Nov 29 – Dec 14	<p>Unit 10: Refining, Planning & Reflecting</p> <ul style="list-style-type: none"> • Peer Editing Activity • Refine and submit full research report • Reflect on and evaluate personal learning • Identify next research project • Identify opportunities for publication 	Content Discussion Dropbox	<p>By Dec 5 Complete Peer Editing Assignments</p> <p>By Dec 9 Submit your final revised research report to the Unit 10 Dropbox Folder</p> <p>By Dec 14 Submit reflection and personal evaluation of your learning during the course to Unit 10A Dropbox Folder</p>