

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Instructional Design and Technology (IDT)**

EDIT 590 DL2: Educational Research in Technology
3 Credits, Spring 2016

PROFESSOR:

Name: Dr. Ryan Rucker

Office hours: By Appointment

Office location: N/A

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

None

B. University Catalog Course Description

Focuses on developing skills, insights, and understanding basics to performing research with emphasis on interpretation, application, critique, and use of findings in educational settings. Students develop expertise in action research methodology, design, and implementation.

C. Expanded Course Description

This course introduces fundamental concepts and practices in educational research in technology. Specific applications of educational research methods to problems in instructional design, instructional and/or assistive technologies will be covered. Readings, discussions, and project assignments systematically follow the research design process to ultimately produce a research proposal as well as develop skills to evaluate educational research articles will be explored.

DELIVERY METHOD:

This course will be delivered online using the asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on January 13, 2016.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for PCs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader>
 - Adobe Flash Player: <https://get.adobe.com/flashplayer/>
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:**
 - Because asynchronous courses do not have a “fixed” meeting day, our week will **start** on Sunday, and **finish** on Saturday.
 - Dr. Rucker will produce some short lectures that will need to be reviewed weekly. In addition, 2 optional synchronous class sessions will be offered (see course schedule for meeting days/times). The intent of these optional sessions is for student’s to receive any assistance or resolve any course-related issues.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3 times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least 3 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates**

listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

LEARNER OUTCOMES:

At the conclusion of this course, students will be able to:

- Identify various methods of research suitable for different purposes in the field of instructional design and technology
- Compare/contrast quantitative, qualitative, and mixed methods research approaches
- Discuss basic theories and methods of action research in the field of instructional design and technology
- Describe the most common tools for research data analyses in the field of instructional design and technology
- List the most common components or sections of a research study required for publication
- Analyze and critique a published research study in the field of instructional design and technology
- Design a small research study incorporating the most common components or sections required for publication

PROFESSIONAL STANDARDS (2012 International Board of Standards for Training, Performance and Instruction ([IBSTPI](#))):

- Professional Foundations
 1. Communicate effectively in visual, oral, and written form
 2. Apply research and theory to the discipline of instructional design
 4. Apply data collection and analysis skills in instructional design projects
 5. Identify and respond to ethical, legal, and political implications of design in the workplace

REQUIRED TEXTS:

Creswell, J. (2013). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches* (4th ed.).

COURSE ASSIGNMENTS AND EXAMINATIONS:

1) Research Proposal (45 points)

Throughout the semester you will develop a “mini” research proposal. I will provide more details about this product as we move through the semester, but basically I will be asking you to draft the proposal in pieces as we move through the subject matter of the class. Near the end of the semester you will have a complete draft, which you will submit for peer review by other members of the class (and me). Based on your peer review and my comments on pieces or the complete draft, you will have the opportunity to revise and ultimately submit the proposal for grading. I expect the proposal to have the following:

- a. A statement of the problem to be addressed via the proposal, including an introduction relating your reason for undertaking the research (significance) and leading to a statement of research question(s), problem, or issue, which is guiding the research. Typically, 1-4 paragraphs in-length.
- b. An abbreviated review of theory and research related to the problem (your literature review)—I will ask for a minimum of four articles, though you are welcome to include more to suit your own purposes. Typically, 9-15 paragraphs in-length.
- c. Methodological details—including a description of the data collection approach, desired participants, approach to recruitment of participants, drafts of data collection instruments (e.g. questionnaire, interview or observation guide), your approach to managing the data that you collect, etc.—the who, what, where, why, and how of your research. Typically, 5-15 paragraphs in-length.
- d. A tentative analysis plan—what you plan to do with the data to make sense of it, and
- e. List of references—items referred to in the proposal.

2) Articles Selection (10 points)

To complete the research proposal, you will need to conduct a short literature review. In order to conduct any literature review, various articles (e.g., journal articles) must be located. For this assignment, you will need to locate 4 to 8 articles that you plan on using in the literature review. Once you locate these articles, cite these articles in proper APA, and submit the citations in a Microsoft Word document.

3) Article Critique (20)

Using one of the articles identified in the Articles Selection assignment, you will perform a no less than 2-page but no more than 3-page double-spaced article critique. Dr. Rucker will provide more details on what questions to answer in your critique throughout the semester.

4) Discussion Board (25 points)

Throughout the semester you will be asked to demonstrate your understanding of research concepts and terminology by posting to 3 discussion boards. Each discussion board will have multiple questions for you to select. You should select the 1 question you wish to answer and formulate a response. The initial response should be 200 to 350 words (feel free to use your text book as a source). In addition to the initial post, you are expected to comment on at least 3 other posts.

Grading Scale:

A+	97-100 points
A-	93-96 points
B+	90-92 points
B	85-89 points
B-	80-84 points
C	70-79 points
F	0-69 points

BLACKBOARD REQUIREMENTS

Every student registered for any IDT course with a required performance-based assessment is required to submit this assessment, Research Proposal to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

PROPOSED CLASS SCHEDULE:

Week #	Learning Module	Textbook Readings Weekly Activities
1 (January 19-23)	Welcome	1) Buy required textbook 2) Review syllabus/schedule 3) Introduce Yourself (Infographic)
2 (January 24-30)	What is Research	1) Read Chapter 1 (p. 3-23) 2) Select research topic
3 (January 31-February 6)	Identifying Purpose	1) Read Chapter 6 (p. 123-138) 2) Write purpose statement 3) Discussion Question #1
4 (February 7-13)	Research Questions	1) Read Chapter 7 (p. 139-154) 2) Write 2-4 research questions for your study
5 (February 14-20)	Quantitative Research	1) Read Chapter 8 (p. 155-182)
6 (February 21-27)	Qualitative Research	1) Read Chapter 9 (p. 183-213)
7 (February 28-March 5)	Mixed Methods	1) Read Chapter 10 (p. 215-239) 2) Discussion Question #2
8 (March 6-12)	Spring Break	
9 (March 13-19)	Selecting Method	1) Select the method to be used for study
10 (March 20-26)	Literature Reviews & Locating Articles	1) Articles Selection
11 (March 27-April 2)	Article Critique	1) Article Critique
12 (April 3-9)	Writing Literature Review	1) Draft a literature review
13 (April 10-16)	Work on Draft	1) Submit Draft
14 (April 17-23)	Feedback on Draft	1) Provide peer feedback
15 (April 24-30)	Revise Feedback	
16 (May 1-May 7)	Revise Feedback	1) Discussion Question #3
17 (May 8-14)	Submit Research Proposal	1) Research Proposal

ASSESSMENT RUBRIC:

Research Proposal Grading Rubric

IBSTPI Competency	Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
1	Introduction	Poorly formulated/no introduction; no evidence specific to the topic Point values: XXXX	Fairly well formulated introduction supported by weak sources of evidence specific to the topic Point values: XXXX	Well formulated introduction supported by strong sources of evidence specific to the topic Point values: XXXX
2	Research topic/problem	Poorly posed/missing problem statement; no evidence to support the problem Point values: XXXX	Fairly well posed statement of the problem but evidence to support the problem is weak Point values: XXXX	Very clearly posed statement of the problem supported by strong evidence Point values: XXXX
2	Purpose of the study	Purpose of the study is poorly stated/missing or does not connect with the introduction and/or problem statement Point values: XXXX	Fairly well stated purpose that connects to the introduction and the problem statement Point values: XXXX	Very clearly stated purpose that connects well to the introduction and the problem statement Point values: XXXX
2, 5	Literature review	Superficial review of the literature that does not analyze the findings to identify study limitations justifying the proposed study; fewer than four empirical research study references included Point values: XXXX	Thorough review of the literature that summarizes the findings but does not use study limitations to justify the proposed study; four or fewer empirical research study references included Point values: XXXX	Thorough review of the literature that analyzes previous studies and findings whose limitations justify the proposed study; a minimum of four (4) empirical research study references included Point values: XXXX

IBSTPI Competency	Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
4	Research questions/hypotheses	Poorly stated/missing research questions/hypotheses; no basis in research problem or study purpose Point values: XXXX	Fairly well stated research questions/hypotheses based somewhat on research problem and study purpose Point values: XXXX	Well stated research questions/hypotheses based on research problem and study purpose Point values: XXXX
4	Methodology	Superficial/missing description of methodology elements; methodology is not appropriate to research questions/hypotheses Point values: XXXX	Detailed description of two to three methodology elements; methodology is appropriate to research questions/hypotheses Point values: XXXX	Detailed description of all four methodology elements - research design, participants/respondents, data collection and analysis methods; methodology is appropriate to research questions/hypotheses Point values: XXXX
1	Language	Rules of English grammar, usage, spelling and punctuation are not followed; multiple language errors throughout the proposal Point values: XXXX	Rules of English grammar, usage, spelling and punctuation are generally followed throughout the proposal; one or two minor language errors Point values: XXXX	Rules of English grammar, usage, spelling and punctuation are followed consistently throughout the proposal; no language errors Point values: XXXX
1	APA style	Does not adhere to APA 6 th edition style in the proposal Point values: XXXX	Generally adheres to APA 6 th edition style throughout the proposal Point values: XXXX	Consistently adheres to APA 6 th edition style throughout the proposal Point values: XXXX