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Office Hours: By appointment
https://calendly.com/drquintanilla/30min?month=2022-10

ED 6376 – Inquiry-Based Research Methods

Course Description:
This course will examine methods and approaches to graduate level research, including qualitative, quantitative, and mixed-method inquiry. Special attention will be given to inquiry-based approaches and social constructivist learning theories, as well as the ethical research of human subjects.
*Must be taken within the first 12 hours of coursework.

Marketable Skills: The marketable skills focus on the 4C's of 21st Century Skills to include the following 21st century literacies.

Critical Thinking: Students will analyze data, locate solutions to problems, and communicate solutions using a variety of mediums.

Creativity: Students will leverage innovative approaches to think outside the box during problem solving.

Collaboration: Students will apply collaborative workflows when working with others because it is inherent in the nature of how work is accomplished in our civic and workforce lives.

Communication: Students will leverage digital technologies to express thoughts clearly, crisply articulate opinions, communicate coherent instructions, motivate others through powerful speech, visual literacy and academic writing.

Citation
National Education Association. (2012). Preparing 21st century students for a global society: An educator's guide to "the four Cs." Washington, DC. Retrieved from https://dl.icdst.org/pdfs/files3/0d3e72e9b873e0ef2ed780bf53a347b4.pdf.

Program Goals:

1. Design authentic, learner-driven activities and environments that recognize and accommodate learner variability and accessibility. Students will be able to identify common barriers and issues surrounding improper implementation of technological tools in the educational setting, workplace, and/or professional environments.
2. Effectively model the International Society of Technology Education standards and good digital citizenship to inspire learners to use and integrate technology to create equitable and ongoing access to high-quality learning in an educational setting.
3. Plan, provide and evaluate the impact of professional learning for professionals and leaders to use technology to advance teaching and learning in an educational setting. Students will use both qualitative and quantitative data to inform their own instruction and professional learning.
4. Understand and apply learning theoretical frameworks and instructional methods to instructional design to facilitate engagement, systemic development, and authentic learning experiences.

Class will address the following Student Learning Outcomes (SLOs): This course is designed as an introduction to graduate level research.

At the conclusion of the course the graduate student will:

- identify topics suitable for research appropriate for education/technology;
- read and evaluate research --- qualitative, quantitative, and mixed methods;
- consider diverse approaches and methodologies for conducting research;
- effectively search for, identify, and synthesize research into a written report;
- develop a researchable research question that has application for providing professional development.

The ISTE Standards are a framework for innovation in education. These standards help educators and education leaders worldwide prepare learners to thrive in work and life. (www.iste.org/standards)

ISTE Standards for Administrators

1. Visionary Leadership: 1a
2. Digital Age Learning Culture: 2d,
3. Excellence in Professional Practice: 3a, 3b, 3c, 3d
5. Digital Citizenship: 5a, 5b, 5c, 5d

ISTE Standards for Educators
1. Learner: 1a, 1b, 1c
2. Leader: 2c
3. Citizen: 3d
4. Collaborator: 4a, 4b, 4c, 4d
5. Designer: 5a, 5b, 5c
6. Facilitator: 6C, 6D
7. Analyst: 7A, 7B

ISTE Standards for Educational Leaders
1. Equity and Citizenship Advocate: 1c, 1d

2. Visionary Planner: 2e
3. Empowering Leader: 3a, 3d, 3e
4. Systems Designer: 4c, 4d
5. Connected Learner: 5a, 5b, 5c, 5d

ISTE Standards for Coaches

1. Change Agent: 1d, 1e
2. Connected Learner: 2a, 2b, 2c
3. Collaborator: 3d
4. Learning Designer: 4a, 4b, 4c, 4d
5. Professional Learning Facilitator: 5c
6. Data-Driven Decision-Maker: 6c
7. Digital Citizen Advocate: 7a, 7b, 7c, 7d

Required Textbook:

- *Understanding Research: A Consumer's Guide, Enhanced Pearson eText with Loose- Leaf Version (2nd Edition)* Vicki L. Plano Clark and John W. Creswell
  ISBN-13: 978-0133831627/ISBN-10: 0133831620

- *Publication Manual of the American Psychological Association (7th Edition)* American Psychological Association
  ISBN-13: 978-1433832161/ ISBN-10: 143383216X

Course Interaction: Students will...

- Participate and collaborate in online discussions, assignments, and activities
- Utilize Blackboard on the SRSU website to fulfill course requirements.
- Satisfactorily pass course quizzes and exams
- Practice professional conduct and ethics and respectful learning exchanges.
- Preserve confidentiality of information shared regarding student, family, or school district experiences.
- Attendance
  - Students should refer to the *Online Absence Policy* posted in Blackboard under the tab Course Information regarding participation in an online course.
- Daily Readings
  - We will be covering a good amount of information in a very short amount of time. A large part of the graduate student responsibility in this course will be to devote time to the required readings and assignments. Please stay prepared to keep up with the rigorous pace of the course.

Course Assessment:

Assignment	Points Possible	Grading Scale
Introduction Assignment – Blackboard Profile Update	20	A = 800 – 900 (90-100%)
Library Tutorial Quizzes 1 @ 20	20	B = 700 – 789 (80 – 89%)
Chapter Quizzes (7 @ 10 points each)	140	C = 600 – 699 (70 – 79%)
Research Topic submission	10	D = 495– 594 (69 – 60%)
Discussions and Blog Posts for Modules 1 – 8: (8 Modules @ 20 points per Module.	160	F = below 494 (< 70%)
Article Analysis Assignments	100 each	
	(300 total)	

Article Synthesis Paper/Literature Review	200	
Research Question	50	
Total	**900**	

Course Content:

This course syllabus is intended to be a guide and may be amended at any time

***All assignments are due on the scheduled date no later than 11:55 pm CST. Late assignments will not be accepted! ***

Introductions (20 points)
Provide information so that others can get to know you. Add an image – it can be a photo of you, or an image that represents you.

Discussion Board and Blog Posts (20 points per Module, 160 points total)
The point of the Discussion Board and the Blog is to interact with classmates about the things you are reading and learning in an ongoing way. For each Module, we will participate in a Discussion Board and you will also post reflections about the course in your Blog.
Discussions and Blog Posts are graded at the end of each module, based on the *quality* of contributions. Blog posts will follow APA 7th edition format using a scholarly voice.

Please reply to posts that have no other replies first. It would be good if everyone has at least one reply. If replies are about evenly distributed, you may reply to posts as you wish. The **RUBRIC** for the Discussion Boards is in the Course Materials Section.

Article Analysis (3 Articles at 100 points each; total 300 points)
Being a consumer of research, or a researcher yourself, requires that you learn how to find and analyze existing research. In these assignments, you will select three peer-reviewed research articles and conduct a thorough analysis on each of them.

This assignment will help you complete your Article Synthesis – Literature Review Framework Assignment. For this reason, I encourage you to begin thinking of researchable topics that interest you early in the semester.

Though you only submit 3 of these for a grade, you will conduct a total of 6 during the course. At the end of the course, your Article Synthesis/Review of Literature will have the 3 you submitted for a grade (revised based on feedback) plus 3 additional.

Hints for Success
Choose a topic that truly interests you. If you pick a good topic, you can stay with it for multiple assignments during your course work.
The articles you choose will come from research and practitioner-researcher journals.
All journal articles will come from the Sul Ross Library Online Databases.

Guidelines:
Use the Worksheet I provide for you in Blackboard to help you analyze the articles you select.

Use what you discover as you work through the analysis worksheet to create a response that will be about 2 single-spaced pages.

- Header: Your name, the date, and the topic of your research focus all go into the header.

- A complete APA 7th Edition-style citation is provided just under the header.
- Summary (4 - 5 paragraphs – see Clark & Creswell, p. 127): You will summarize the article you have analyzed. The summary will contain no direct quotations and must be a succinct representation of the main points of the article, including Research Problem; Purpose, Research Questions, or Hypotheses; Data Collection Procedure; Findings or Results.

- Analysis (2 – 4 paragraphs): You will provide a detailed analysis of the article that provides comments on how this article addresses your topic. Think of it in terms of "So what?"

*You will NOT turn in the Worksheet. This worksheet is provided to help you think about your articles

Research Topic submission (10 points)
So that we know where you are headed with your project, and offer advice, you will submit a short statement about your research focus in Module 2.

Article Synthesis Paper/Literature Review (200 points) – Capstone Artifact
You will choose a topic related to the field of educational technology (broadly defined) that warrants further investigation. Your topic must be one that can be conducted in a classroom or school setting. After choosing a topic, you will conduct systematic library research to identify key research articles that inform your topic. You will keep an annotated bibliography of at least 10 relevant articles you discover, including a list that provides, as a minimum, the key notes described by Clark & Creswell (p. 127). You will synthesize these 10 (or more) articles into an organized Article Synthesis/Review of Literature Paper.

In this paper you will make cross-article connections and tie your new knowledge into possibilities for future research. An understanding of Chapter 4 in the Clark & Creswell book will be critical for this assignment.

Please arrange your Synthesis Paper/Literature Review Framework according to this structure:

Introduction: Provide an introduction of about 2 paragraphs that describes...
   A. Your topic in detail – make sure I know just what it is you are studying
   B. A summary of how you went about finding the articles you used in this project

Synthesis: This should be about 4-6 double-spaced pages that explain how the ten articles you analyzed tie together to lend support to the topic you are investigating. How do these articles speak to one another? Your synthesis should conclude with a plan for further library research into your topic – What additional key phrases might you need to search? What gaps are you finding in existing literature? What are the major subsections for a more elaborated literature review on your topic?

Appendices

   A. **Article Analyses**: You will attach the three graded assignments, REVISED based on feedback, and three additional complete article analyses, for a total of six.

   B. **Reference List:** Reference at least 10 articles in APA 7th edition format. Six will be the articles you submitted for your article analysis assignments. Four will be additional articles.

The **RUBRIC** for this assignment will be attached to the assignment in Blackboard.

<u>**Research Question**</u>

The final assignment for this course is to write a research question. Having a good question that relates to your review of literature for this course will be useful to have for other courses in the program.

Modules	Assignments	Due Date
Module 1	• Participate in **Introduction Discussion** and Greet Classmates • Read Chapters 1 and 2 in Clark & Creswell and articles on EdTech Research • View Improving Digital Literacy Videos • View APA 7th Guide Video: Overview of APA formatting when using Microsoft Word • **Locate 1 EdTech Blog to Critique and Post to Discussion and Post Peer Review** • Set up EdTech Blog Site using WordPress, Blogger, Edublogs, etc. • **Create blog post and share on discussion board Reflection 1**	**June 3rd**
Module 2	• Take **Quizzes on Chapters 1-2** in Clark and Creswell • View Why Technology Can't Fix Education TED Talk • View Introduction Video to Education Technology Research • Log in to SR Library • Review SR Using the Library • Take the Library quiz • Review Research Basics Resources • **Discussion Assignment/Blog Post/Peer Review**: What is digital literacy and why is it important in the 21st century? • Read Clark and Creswell, Chapters 3-4	**June 3rd**
Module 3	• Read Clark & Creswell Chapters 5 and 13. • Choosing a topic for Literature Review Assignment • Begin Article Search and Article Analysis • Worksheet I Assignment- 3 Articles • **Blog Post: Topic Introduction Using Evidence Found from Articles** • Blog Post Peer Review • **Quiz Chapters 3 and 4**	**June 10th**

Module 4	• **Take Quizzes on Chapters 5 & 13 in Clark and Creswell** • **Turn in Article Analysis 1** • Publish blog post from 1 article analysis • Share in **Discussion Board** and Provide Peer Review • Read Clark and Creswell, Chapters 6-8	**June 17th**
Module 5	• Take **Quizzes on Chapters 6, 7, 8** in Clark and Creswell • Turn in **Article Analysis 2 and 3** • Publish blog post from an article analysis • Share in **Discussion Board** and Provide Peer Review • Read Clark and Creswell, Chapters 9-11	**June 24th**
Module 6	• Take Quizzes on Chapters 9-11 • Locate 3 additional articles • Begin literature review: Due in Module 7 • Article review blog post and discussion • Develop Research Question • Read chapters 12-13	**July 1st**
Module 7	• Take Quizzes on Chapters 12-13 • Read Chapter 14 • Turn in Literature Review Paper	**July 5th**
Module 8	• Take Chapter 14 Quiz • Submit IRB application • Reflection Discussion	**July 6th**

SRSU Distance Education Statement: Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

SRSU Library Services: The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, https://library.sulross.edu/. Off-campus access requires your LoboID and password. Check out materials

using your photo ID. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

SRSU Writing Center: Whether you are seeking guidance on a creative writing piece, a major essay, or looking to help strengthen your argument as a researcher, the SRSU Writing Center is here for you! As a reminder, **Writing Center services are available for free within Blackboard under the "Organizations" category** to both graduate and undergraduate students.

If for some reason you cannot view the Writing Center on your Organization page, please call or email the Online Support Desk at (888)837-6055 or blackboardsupport@sulross.edu.

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Americans with Disabilities Act: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Student Services.

Students seeking disability services need to contact the Disability Services Coordinator:

Accessibility Services Coordinator Counseling and Accessibility Services	432-837-8203

For more information see: https://www.sulross.edu/counseling-and-accessibility-services/

Tobacco Policy: Tobacco is not permitted on the Sul Ross campus.

Academic Integrity: Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

Grading: All assignments are due on the date posted. Late work WILL NOT be accepted!