

Spring 2017

ITLS 6510 Research and Evaluation in Instructional Technology

Professor: Kristin Searle
Email: kristin.searle@usu.edu
Phone: 435.797.5789
Office: EDUC 209
Office Hours: by appointment

Course Description

This course is intended to provide you with an overview of methodologies for needs assessment, product evaluation, validation, and research. It covers methodological models, data collection, and data interpretation for both formative and summative evaluation.

Course Objectives

- The student will understand the difference between research and evaluation.
- The student will develop a basic understanding of research perspectives, methods, statistical analysis, and quantitative and qualitative research designs.
- The student will formulate and articulate research questions and understand the relationship between research questions and particular research designs.
- The student will gain understanding regarding the nature and function of program/product evaluation and will be able to identify characteristics of a quality evaluation.
- The student will comprehend the principles, models, and applications of assessment, program evaluation, and the use of findings to effect program/product modifications and inform practice.
- The student will understand different methods and techniques for establishing and evaluating reliability and validity.
- The student will develop an understanding of ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

Course Format

Delivery of this course is online, through the Canvas learning management system. Each week of the course begins and ends on a **Sunday**.

You can expect the following from the instructor:

- Weekly overviews or mini-lectures that will offer you some background on the week's readings.
- Quick responses to requests to meet with the instructor by phone, in person, or in a virtual conference room (within 48 hours but more quickly on weekdays).

Because this course is online, you will be doing a fair amount of independent reading and need to be a self-motivated and independent learner. Please be aware that the mini-lectures and the course readings are complementary. You will not be able to succeed in this class if you only watch lectures or overviews and skip the readings.

Required Course Readings

There is no required textbook for this course. Course readings are available through links or pdfs found in the Canvas modules. Some weeks your "readings" may include watching a video or listening to a Podcast.

Course Requirements

You are expected to check in the syllabus and with the course website regularly and meet all posted deadlines. You are also expected to follow the order of the assignments listed in each learning module, unless otherwise posted.

Reading-guide responses. (30%) This is a Partner Assignment.

Throughout the semester, you will need to complete 7 **reading guides**. Each reading guide is a set of challenging questions about the readings or the main ideas for the week. Each reading guide is completed and submitted by a *pair* of students. During the first week, you will find a **reading partner** for the semester with whom you will be encouraged to communicate weekly about the material. Together, you will submit *one* set of reading guide responses. One reading partner will do assignment submission from their Canvas account.

Reading guide responses are all short-answer format and each question should require a minimum of a few sentences up to a few paragraphs in response. These are due on Sundays by midnight.

This is the only partner activity in the course. All other assignments are individual submissions.

Online participation (20%)

Throughout the term, you will be required to post questions and comments on **the discussion board (alternates weeks with reading guides)**. These are *ungraded* but *required*. Be thoughtful, ask questions, provide answers, really dig into the texts and ideas! I hope that, **when we have a discussion, you will post your first post by midnight on Thursday and respond to at least two of your classmates by midnight on Sunday**. This way, we can have a meaningful conversation over time rather than a last-minute Sunday brain dump.

We also have a class glossary of terms. I expect that you will be an active participant in helping us to identify and define terms that will be useful to our classroom community as we move forward with research and evaluation.

Your overall participation in the discussion boards, glossary, and any other short activities I devise over the course of the semester will be taken into account when determining your overall participation grade.

Synthesis of Articles (20%)

For your midterm assignment, you will find 3 scholarly articles related to your chosen topic, read and document the main points using the provided template, and then synthesize them in a 5-10 pg., double-spaced document. We will talk more about this assignment in weeks 4 and 5. **Due March 5, 2017 by midnight.**

Evaluation/Research Plan (30%)

For your final assignment, you will develop a research or evaluation plan for a topic/project of your choosing. Your initial topic must be shared with the class no later than February 5th. Additional details will be provided in week 3 when we discuss how to develop an evaluation or research plan.

Please note: **To receive full credit assignments must be completed on time.** If there are circumstances that prevent you from completing an assignment on time, please notify me and I will determine if an extra week grace period is appropriate. For each week an assignment is late, 10% of the total possible points is deducted. If the assignment is worth 10 points, the maximum possible points awarded will be 9 points if the assignment is 1 week late. Similarly, if the assignment is worth 100%, the maximum possible points awarded will be 90% if the assignment is one week late.

Grading Scale

Final Grades calculated as a percentage of total points rounded to the nearest whole number

Your grade will be based on the university grading scale:

A	100-93%,	A-	92-90%	B+	89-87%	B	86-83%,
B-	82-80%	C+	79-77%	C	76-73%	C-	72-70%
D	69-60%	F	59-0%				

Course Schedule:

Each module is open as of the Sunday at the start of the week

Week 1 (1/8): Distinguishing between research and evaluation

Week 2 (1/15): Conceptual Frameworks

Week 3 (1/22): Alignment: Conceptual Framework/Questions/Methods

Week 4 (1/29): Developing a Research/Evaluation Plan

Week 5 (2/5): How to Synthesize Information (Literature Reviews, Meta-Analysis)

Week 6 (2/12): Ethics in Research and Evaluation

Week 7 (2/19): Qualitative Research I (ethnography, case studies)

Week 8 (2/26): Qualitative Research II (interviewing, field notes, protocols)

Spring Break

Week 9 (3/12): Quantitative Research I

Week 10 (3/19): Quantitative Research 2

Week 11 (3/26): Design Based Research

Week 12 (4/2): Educational Design Research

Week 13 (4/9): Mixed Methods Research

Week 14 (4/16): Approaches to Coding Data and Finding Themes

Week 15 (4/23): **Research/Evaluation Proposal due by midnight on Sunday April 30th**

Week 16 (4/30): Finals Week

UNIVERSITY POLICIES & PROCEDURES

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. [Faculty Code Policy #403](#) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at (435) 797-1266.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print, digital, or audio) are available with advance notice.

Contacting the Disability Resource Center (DRC):

- On Campus: Room 101 of the University Inn
- Phone: 435-797-2444
- Website: <http://www.usu.edu/drc/>

Disability related resources for current students:

- [DRC Student Handbook](#)
- [Deaf and Hard of Hearing Student Handbook](#)
- [Disability Related Scholarships](#)
- [Campus Resources](#)
- [Documentation Guidelines](#)
- [Online Resources for Students with Disabilities](#)

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Student Services: <http://www.usu.edu/student-services/>, 435.797.1712, studentservices@usu.edu, TSC 220
- Student Advocates: <http://www.usu.edu/ususa/legal/>, 435.797.2912, TSC 340,
- Access and Diversity: <http://www.usu.edu/accesscenter/>, 435.797.1728, access@usu.edu; TSC 315
- Multicultural Programs: <http://www.usu.edu/accesscenter/multiculture/>, 435-797-1728, TSC 315
- LGBTQA Programs: <http://www.usu.edu/accesscenter/lgbtqa/>, 435-797-GAYS, TSC 314
- Provost's Office Diversity Resources: <http://www.usu.edu/provost/faculty/diversity/>, (435) 797-8176

You can learn about your student rights by visiting:
The Code of Policies and Procedures for Students at Utah State University: <http://www.usu.edu/student-services/student-code/>

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII. Grievances](#).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](#)
- [Student Code](#)
- [Academic Integrity](#)
- [USU Selected Academic Policies and Procedures](#)
- [USU Academic Policies and Procedures](#)
- [Academic Freedom and Professional Responsibility Policy](#)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.