Course Information

ITLS 7300—Research in Instructional Technology and Learning Sciences

Monday, 1:30 p.m. - 4:00 p.m.
EDUC 282

Instructor Information

Instructor: David F. Feldon, Ph.D.
Office: EDUC 201
Phone: (435) 797-0556
Office Hrs: By appointment
E-mail: david.feldon@usu.edu

Required Texts

Required readings available via Canvas.

Purpose

This course is intended to engage doctoral and other advanced students in Instructional Technology and Learning Sciences in rigorous examination of methodological approaches, theoretical constructs, and topic areas that are of great historical import or are currently being seriously explored in the areas of Instructional Technology and Learning Sciences. It is also a space to work more on additional discipline-specific research skills.

Objectives

Students in this course will learn to:

1. Identify theory or theoretical perspectives in a given research study
2. Explain the epistemological underpinnings and approaches associated with relevant methodologies
3. Describe current research and historical debates related to Instructional Technology or Learning Sciences and offer recommendations for promising directions for future research.
4. Demonstrate relative improvement in their individual ability to conceptualize, describe, or present scholarly research
5. Articulate their own theoretical framework, research questions, methods, and sampling strategies in the form of a written research proposal.

Expectations of Students

- Actively engage with the course material and find ways to make it relevant to your professional and academic needs and goals
- Challenge statements that are confusing or with which you disagree
- Engage in class dialogue with thoughtfulness, openness, and respect
- Attend class having read and taken notes on the readings due
- Work to develop your writing and speaking skills throughout the course

1 The instructor reserves the right to modify the syllabus as needed during the course to meet students’ learning needs.
Expectations of Instructor

- Available during and outside of class time to address questions and concerns
- Will respond to messages and emails within 48 hours
- Provide clear explanations of research principles and methodologies
- Conduct an intellectually challenging and rigorous course

Absences

If you find it absolutely necessary to be absent from class because of illness or an emergency, you are responsible to master all information presented during your absence. Do not ask the instructor to repeat important information—identify a classmate who will help you.

It is important to understand that the purpose of the lectures is not to explain the readings. While time will be spent on clarification, most of the material presented in class will serve as an extension of relevant ideas and issues. As such, attendance and participation in class will be necessary aspects of the learning process, in addition to the readings. Consequently, absences should be avoided to prevent you from falling behind and missing information for which you will be responsible.

Incompletes

Please note that I only give incomplete grades in rare and exceptional cases.

Administrative Issues

All administrative issues will be handled according to established USU and CEHS policies.

Special Needs

Any student requiring accommodations based on a disability is required to register with the Office of Student Disability Services each semester. A letter of verification for approved recommendations can be obtained through OSD.

Grading

Papers more than one week late will not be accepted unless a student has experienced an extreme emergency (contact the instructor). A paper received from one day to seven days late will receive a one full letter grade reduction.

Discussion facilitations cannot be made up. Only in the most extreme individual circumstances will the instructor modify this policy.

Keep in mind a course grade of “F” will be given to any student who submits a term paper that is not original (i.e. when any part of the paper is written by someone else, plagiarized and/or purchased).
### Course Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percent of Grade</th>
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<tbody>
<tr>
<td>Class Participation and Minor Assignments</td>
<td>10%</td>
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<tr>
<td>Discussion Facilitation</td>
<td>20%</td>
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<tr>
<td>Article Critique</td>
<td>20%</td>
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<tr>
<td>Literature Review/Research Proposal</td>
<td>50%</td>
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### Assignments

**Discussion Facilitation:**
On a date selected during the first class meeting, you and a partner will choose one class to take the lead on **discussion facilitation** for all assigned readings. The purpose of the assignment is not to provide a summary. Instead, you must understand the collective readings at a deep level to identify the central issues and controversies and formulate driving questions to serve as the focus of the discussion for that day. The instructor will provide support as necessary both prior to and during the facilitation to ensure a successful interaction for the class as a whole. Credit is given on the basis of evident preparation and comprehension of core issues in the readings discussed, not on the success of the class interaction itself. Credit/No Credit.

**Critique:**
Select a published empirical study in your area of interest and critique it applying concepts from the course. The critique will be 2-3 pages, single-spaced. The article critiqued must be included with the critique submission. The critique will also be delivered as a formal presentation in class. Graded.

**Literature Review/Research Proposal:**
A research proposal or literature review of approximately 12 single-spaced pages in length (excluding references) will be required in this course. This is a departure from APA format, but please make the adjustment. You can choose any empirical research topic within the realm of instructional technology or learning sciences for your proposal that is appropriate to serious academic inquiry. If you are doing a research proposal, the paper will entail a literature review sufficient to justify the research questions/hypotheses and variables identified. The topic/research question+methodology selected **must be approved by the instructor in an email.** See the course schedule for approval timeline. Graded.
Structure of the Paper

When you have selected your research question and method, send a one paragraph description of the paper you are proposing to write to david.feldon@usu.edu. I will review your proposal and get back to you with either approval or a suggested revision (I do not want to control your interest, only to keep you out of trouble). Do not start your review until I have returned e-mail with my approval of your topic. Keep this e-mail and submit a copy of it with your paper.

Grading

Papers more than one week late will not be accepted unless a student has experienced an extreme emergency (contact the instructor). A paper received from one day to seven days late will receive a one full letter grade reduction.

Presentations cannot be made up. Only in the most extreme individual circumstances will the instructor modify this policy.

Any case involving academic dishonesty or any other violation of the Honor Code will be referred to the University for further action.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tr>
<td>January 7</td>
<td>Introduction Course Expectations Course Structure Method vs. Methodology</td>
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<tr>
<td>January 14</td>
<td>Theories vs. theories</td>
<td>Berliner (2002); Feldon (2012); Maxwell (2004); Nuthall (2005)</td>
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<td>January 21</td>
<td>MLK Jr. Day—No Class</td>
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<tr>
<td>February 11</td>
<td>Technology and Learning Facilitator:</td>
<td>Clark (1994); Clark &amp; Estes (1998); Kozma (1994a,b)</td>
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<td>February 18</td>
<td>Presidents’ Day—No Class</td>
<td></td>
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<tr>
<td></td>
<td>Critique:</td>
<td>Email research question and general methodological approach for paper.</td>
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<tr>
<td>March 11</td>
<td>Spring Break—No Class</td>
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<td>March 18</td>
<td>Design-Based Research Facilitator:</td>
<td>The Journal of Learning Sciences Special Issue (Barab &amp; Squire, 2004; Collins et al., 2004; Fishman et al., 2004; diSessa &amp; Cobb, 2004; Dede, 2004; Kelly, 2004)</td>
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<td>March 25</td>
<td>Video methodology Facilitator:</td>
<td>Derry, Pea, Barron, Engle, Erickson, et al. (2010)</td>
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<td>April 1</td>
<td>Interviews and Observations Facilitator:</td>
<td>diSessa (2007); diSessa &amp; Sherin (1998); Hallden, Haglund, &amp; Stromdahl (2007)</td>
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<td>April 8</td>
<td>AERA—No Class</td>
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<td>April 15</td>
<td>Roundtable paper presentations</td>
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<td>April 22</td>
<td>NO CLASS—FINAL PAPERS DUE</td>
<td>Final Paper due via email by midnight</td>
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Required References

Readings
Readings will be posted to course Canvas site and available in PDF format for download.


