ITLS 6510 Research and Evaluation in Instructional Technology

3 Credits

**Semester:** Spring 2015, January 7 – May 1, 2015

**Instructor:** Sarah Brasiel, Ph.D.

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What follows is an overview of the course objectives, the textbook, course assignments, grading, and other important information about this course.

1. **Catalog Course Description**

   Detailed study of methodologies for needs assessment, product evaluation, validation, and research. Includes methodological models, data collection, and data interpretation for both formative and summative evaluation.

2. **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.
3. **Required Text**


4. **Course Grading**

**Reading Quizzes (130 points).** A 10 question quiz based on the weekly textbook chapter will be given weekly. These questions will be either True/False, Multiple Choice, or Matching. Students are encouraged to use their book as a resource while taking the quiz. A selection of quiz items will appear on the midterm and final exam.

**Discussion Participation (130 points).** A maximum of 10 points will be available for each week of class through the term. There will be either a written prompt, image, or video to review and respond to. You will also be asked to comment on the response of at least one other person. Discussion prompts will not be assigned the week of the midterm or the week of the final exam.

**Personal Synthesis of Information (40 points).** This is a short reflection document that you add to each week as a way of reflecting on the new information and connecting it to prior information. You can also share about how you might use what you are learning in your particular field or your area of interest. It is a way to be actively involved in learning rather than just receiving the new information. **Due April 12th.**

**Large Group Literature Review (100 points).** Students will work in a group of about 10 students to conduct a literature review of a topic in instructional technology. This literature review will inform the small group research proposal development. Groups will collaborate using a Google Spreadsheet and a Google document. The link to the spreadsheet/document and directions will be provided the 3rd week of class. **Due March 1st.**

**Individual Critical Analysis of another group's literature review (100 points).** Students will select one of the literature reviews from a group that they were not a part of to conduct a critique. The critical analysis must address the question on pages 119-120 of Chapter 3 of the textbook. The critical analysis should cite evidence from the review being analyzed to support the claims of strengths and weaknesses of the review. **Due March 22nd.**

**Research Proposal Presentation (100 points).** Students will work in a team of 3-4 students to develop a Research Proposal. Teams will create and deliver a 10 minute presentation following guidelines provided the week of January 26th. Research Proposal **due April 13th.** Research Presentation to be posted by **April 20th.** Individuals may complete their own research proposal presentation, but it is not recommended.
**Individual Critical Analysis of an Evaluation Report (100 points).** This assignment is to assess your ability to read, interpret, and evaluate research. Students will provide a critical analysis of a selected evaluation report. The evaluation report/paper must receive instructor approval. It is suggested that the paper be sent to the instructor for approval no later than March 4th. Students will provide a written review of the Evaluation Report following guidelines provided. The full critical analysis should be 5 to 8 pages (double spaced). **Draft due April 12th. Final due April 27th.**

**Formal Examinations (140 points):** A midterm and a final exam will be given primarily based on the reading assignments. The textbook, notes and other resources are allowed to be used to complete the exams. Each exam is worth 70 points.

1. **Grading.** The letter grade assigned for this course is based on the total points earned on all assignments and class participation. The possible points earned is as follows:

   - Discussion Participation: 130 points
   - Reading Quizzes: 130 points
   - Personal Synthesis of Information: 40 points
   - Large Group Literature Review: 100 points
   - Individual Critical Analysis of Lit Review: 100 points
   - Midterm Exam: 50 points
   - Research Proposal Presentation: 100 points
   - Critical Analysis of Evaluation Report: 100 points
   - Final Exam: 50 points

   **TOTAL:** 800 points

**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%
5. **Course Schedule and Weekly Textbook Reading Assignments:**

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

January 4 — Chapter 1: An Introduction to research.
January 11 — Chapter 2: Evaluation
January 18 — Chapter 3: Literature review and focusing the research
January 25 — Chapter 4: Experimental and quasi-experimental research
February 1 — Chapter 11: Sampling
February 8 — Chapter 12: Data Collection *(Personal Synthesis Draft 1 due)*
February 15 — Chapter 13: Data Analysis, Interpretation, and Use
February 22 — Chapter 5: Causal comparative & correlation research *(Personal Synthesis Draft 2 due)*
March 1 — Midterm (Chapters 1-4, 11-13) and Lit Review due
March 8 — Spring Break
March 15 — Chapter 6: Survey
March 22 — Chapter 7: Single-Case Research *(Critical Analysis of Lit Review due)*
March 29 — Chapter 8: Qualitative Methods *(Personal Synthesis of Information Draft 3 Due)*
April 5 — Chapter 9: History and Narrative Study of Lives *(Draft Evaluation Critique Due)*
April 12 — Chapter 10: Mixed Methods Research *(Personal Synthesis of Information Final Draft Due)*
April 19 — Research Proposal Presentations *(Research Proposal Presentation Due)*
April 26 — Final Exam (Chapters 5-10) *(Final Evaluation Critique Due)*

6. **Course policies**

   **Late Work**
   To receive full points, 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.

   **Active Engagement in Learning**
   To make learning worthwhile for you and others in our learning community it is important that you actively engage with your fellow students, your teacher, and the materials presented through Canvas. A prerequisite to student learning is that a student feel comfortable with the learning community. Please contact me and share problems and questions so we can work together to make sure the environment is conducive to learning for you.
You can reach me through various channels of communication including email (sarah.brasiel@usu.edu, in person EDUC 270, through skype chat or voice call (sarahha2z), or using Google Chat or Google voice/video call (sarah.brasiel@aggiemail.usu.edu). I encourage students to ask questions in class, email, or on Canvas and to take charge of their own learning.

In our learning environment we do not harass or discriminate against anyone on the basis of race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, age, veteran status, or marital or parental status; the presence of any sensory, physical or mental disability or handicap; nor for any other reason.

**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.

(See Article VI of the student code (University Regulations Regarding Academic Integrity) - [http://www.usu.edu/studentservices/studentcode/article6.cfm](http://www.usu.edu/studentservices/studentcode/article6.cfm).

**Plagiarism**

Plagiarism includes knowingly "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 the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling. (See Article VI of the student code (University Regulations Regarding Academic Integrity) - [http://www.usu.edu/studentservices/studentcode/article6.cfm](http://www.usu.edu/studentservices/studentcode/article6.cfm). Professors in the Instructional Technology and Learning Sciences Department are required to officially report ANY case of plagiarism, no exceptions.

**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 797-1266.

**Students with disabilities**
The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

**Absence from class**
Students are responsible for participating in Canvas Learning Environment Assignments every week. If students cannot participate they are required to notify the instructor ahead of time of their expected absence from participation. Students who are unable to participate for a full week of Canvas Learning Environment assignments have to submit a one-page summary (around 500 words) of the missed module based on the postings of fellow classmates and the readings. This summary needs to be submitted before the end of the next week of classes.

**Withdrawals and incompletes**
USU 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.

**Grievance process**
Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code:
http://www.usu.edu/studentservices/studentcode/article7.cfm (Article VII. Grievances).