

George Mason University
College of Education and Human Development
Instructional Design and Technology (IDT)

EDIT 590 B01 – Educational Research in Technology
3 Credits, Summer 2018
Online Course

Faculty

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Prerequisites/Corequisites

None

University Catalog Course Description

Focuses on developing skills, insights, and understanding basics to performing research in the field of Instructional Design and Technology. Develops expertise in action research methodology, design, and implementation.

Course Overview

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.

Course Delivery Method

This course will be delivered online using the asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Monday, May 28, 2018.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face

class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Adobe Connect web conferencing tool.
- 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

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, **3** synchronous class sessions will be offered (see course schedule for meeting days/times) via Blackboard Collaborate Ultra. The intent of these sessions is for students to receive any assistance or resolve any course-related issues. Attendance to these sessions are highly encouraged and attendance will be recorded.
- 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. **Late work will not be accepted based on individual technical issues.**
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

- 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](#)):

Upon completion of this course, students will have met the following professional standards:

1. 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. (2017). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Thousand Oaks, CA: SAGE Publications.

Publication Manual of the American Psychological Association, Sixth Edition

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

- **Assignments**

- 1) FlipGrid Introduction (4% of final grade)

To help introduce yourself to fellow classmates and Dr. Rucker, you will have to record a brief introduction using Flipgrid during the first week of the course. Detailed instructions on using Flipgrid will be provided to you during the first week on Blackboard.

This assignment should be submitted via the discussion board on Blackboard.

- 2) Self-Check Quizzes (10% of final grade)

To ensure that all students are reading the required chapters, a weekly assessment will be given. These assessments will consist of 10 questions (multiple choice and true/false questions).

These assessments should be posted and submitted via Blackboard.

- 3) Research Proposal (45% of final grade)

Throughout the semester you will develop a “mini” research proposal (15-20 pages). 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 sections:

- 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.

The Research Proposal assignment is a performance-based assessment, the grading for which is located at the end of this syllabus. This assignment must be uploaded to Blackboard under the ASSESSMENTS link.

4) Articles Selection & Critique (20% of final grade)

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.

Using one of the articles identified in the 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.

This assignment should be submitted on Blackboard (under Week #6's folder and the ASSESSMENTS link).

5) Research Blogs (21% of final grade /3.5% per blog)

For some of the weeks in the course, we will discuss elements related to your research proposal (e.g., selecting the research method). During these weeks, you will need to draft a copy of that section that you will place within the research proposal. Remember, this is an early draft of that section—a work in progress—not your final version. In addition to posting your draft, students are expected to comment/provide feedback to at least 3 classmates. Note: 2 points are given for posting your draft and 1.5 point for commenting.

Each blog entry and comments to peers will be submitted via the Blackboard blogging tool.

Your initial entry is due **Friday @ 11:59 pm EST** and the 3 replies are due by Saturday @ 11:59 pm EST. Please sure the replies are high (substantive) quality.

- **Grading**

Grading Scale:

A+	97-100 points
A	94-96 points
A-	92-93 points
B+	90-92 points
B	85-89 points
B-	80-84 points
C	70-79 points
F	0-69 points

****Note: A+ are given to those students who exceed (go over and beyond) the assignment requirements. ****

Late Work Policy

I will accept assignments up to **one** week late, except for the Research Proposal, for a 20% reduction off of the final grade. The Research Proposal cannot be submitted late—do not ask for an extension. All due dates for each assignment are provided to you in the schedule within this course syllabus. Please bookmark these dates on your personal calendar

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

Class Schedule

Week #	Learning Module	Textbook Readings Weekly Activities	Due Dates *Saturday by 11:59 pm EST
1 (June 4-9)	What is Research	<ul style="list-style-type: none">• Review syllabus/schedule• Read Chapter 1 (p. 3-22)• Select research topic	Research Blog #1 (Select a topic & theoretical framework)

		<ul style="list-style-type: none"> Identify theoretical framework <p>Optional Virtual Class #1: Monday, June 4 (8:00 pm EST-9:00 pm EST)</p>	<p>Quiz #1 (Chapter #1)</p> <p>FlipGrid Introductions</p>
2 (June 10-16)	Identifying Purpose	<ul style="list-style-type: none"> Read Chapter 6 (p. 117-132) Write purpose statement 	<p>Research Blog #2 (Purpose and Problem Statement)</p> <p>Quiz #2 (Chapter #6)</p>
3 (June 17-23)	Research Questions	<ul style="list-style-type: none"> Read Chapter 7 (p. 133-146) Write 2-4 research questions for your study <p>Optional Virtual Class #2: Wednesday, June 20 (8:00 pm EST-9:00 pm EST)</p>	<p>Research Blog #3 (Research Questions)</p> <p>Quiz #3 (Chapter #7)</p>
4 (June 24-June 30)	Research Methods (Qualitative, Quantitative and Mixed Methods)	<ul style="list-style-type: none"> Read Chapter 8 (p. 147-177) Read Chapter 9 (p. 179-211) Read Chapter 10 (p. 212-246) Select the method to be used for study 	<p>Research Blog #4 (Research Method)</p> <p>Quiz #4 (Chapters #8, #9 and #10)</p>
5 (July 1-7)	Instrument/Data Collection	<ul style="list-style-type: none"> Draft an instrument used for data collection 	<p>Research Blog #5 (Instrument Selection)</p>
6 (July 8-14)	Literature Reviews & Locating Articles	<ul style="list-style-type: none"> Read Chapter 2 (p. 23-47) Locate articles for literature review 	<p>Articles Selection & Critique</p> <p>Quiz #5 (Chapter 2)</p>
7 (July 15-21)	Writing Literature Review	<ul style="list-style-type: none"> Draft a literature review <p>Optional Virtual Class #3: Wednesday, July 18 (8:00 pm EST-9:00 pm EST)</p>	<p>Research Blog #6 (Literature Review Draft)</p>

8 (July 22-28)	Submit Research Proposal	<ul style="list-style-type: none"> • Research Proposal due by Saturday, July 28 at 11:59 pm ET 	Research Proposal
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Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

Assessment Rubric

Research Proposal Grading Rubric

IBSTPI Competency	Criteria	Does Not Meet Standards	Meets Standards	Exceeds Standards
Professional Foundations: 1: Communicate effectively in written & oral form	Introduction	Poorly formulated/no introduction; no evidence specific to the topic Point values: 0-1	Fairly well formulated introduction supported by weak sources of evidence specific to the topic Point values: 2-3	Well formulated introduction supported by strong sources of evidence specific to the topic Point values: 4-5
Professional Foundations: 2: Apply current research and theory to the discipline of instructional design	Research topic/problem	Poorly posed/missing problem statement; no evidence to support the problem Point values: 0-1	Fairly well posed statement of the problem but evidence to support the problem is weak Point values: 2-3	Very clearly posed statement of the problem supported by strong evidence Point values: 4-5
Professional Foundations: 2: Apply current research and theory to the discipline of instructional design	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: 0-1	Fairly well stated purpose that connects to the introduction and the problem statement Point values: 2-3	Very clearly stated purpose that connects well to the introduction and the problem statement Point values: 4-5
Professional Foundations: 5: Identify ethical, legal & political implications of design in the workplace	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	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	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: 7-10

		Point values: 0-3	Point values: 4-6	
Professional Foundations: 4: Apply data collection & analysis skills to instructional design projects	Research questions/hypotheses	Poorly stated/missing research questions/hypotheses; no basis in research problem or study purpose Point values: 0-1	Fairly well stated research questions/hypotheses based somewhat on research problem and study purpose Point values: 2-3	Well stated research questions/hypotheses based on research problem and study purpose Point values: 4-5
Professional Foundations: 4: Apply data collection & analysis skills to instructional design projects	Methodology	Superficial/missing description of methodology elements; methodology is not appropriate to research questions/hypotheses Point values: 0-1	Detailed description of two to three methodology elements; methodology is appropriate to research questions/hypotheses Point values: 2-3	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: 4-5
Professional Foundations: 1: Communicate effectively in written & oral form	Language	Rules of English grammar, usage, spelling and punctuation are not followed; multiple language errors throughout the proposal Point values: 0-1	Rules of English grammar, usage, spelling and punctuation are generally followed throughout the proposal; one or two minor language errors Point values: 2-3	Rules of English grammar, usage, spelling and punctuation are followed consistently throughout the proposal; no language errors Point values: 4-5
Professional Foundations: 1: Communicate effectively in written & oral form	APA style	Does not adhere to APA 6 th edition style in the proposal Point values: 0-1	Generally, adheres to APA 6 th edition style throughout the proposal Point values: 2-3	Consistently adheres to APA 6 th edition style throughout the proposal Point values: 4-5