

1. Course and Contact Information

- Term: Summer (Graduate) 2015; July 6, 2015-September 12, 2015
- Delivery: Online with optional synchronous sessions
- Course: EDUC 701 Understanding Educational Research & Design (3 Credits)

- Instructor: Elizabeth Park, Ph.D.
- Office Hours: By Appointment (Brogan Hall 119)
- Contact Information
 - Preferred Method of Contact: epark@chaminade.edu
 - Office Phone: 808-735-4859

- Required Texts (Note: These books will also be helpful in EDUC 794 Culminating Experience, EDUC 703 Introduction to Action Research; EDUC 791 Action Research Proposal; and EDUC 793 Action Research Project and Report)
 - Creswell, J. W. (2015). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. Boston, MA: Pearson Education. ISBN 10: 0133831531; ISBN 13: 9780133831535
 - Galvin, J. (2012). *Writing literature reviews: A guide for students of the social and behavioral sciences* (5th ed.). Glendale, CA: Pyrczak Publishing. ISBN 10: 1936523035; ISBN 13: 9781936523030
- Recommended Text (Also used in other courses)
 - American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.
- Web Resources (Initial List)
 - eCollege: <http://chaminade.college.com/>
 - LiveText: <https://college.livetext.com>
 - APA Resource: <http://owl.english.purdue.edu/owl/resource/560/01/>
 - APA Code of Ethics: <http://www.apa.org/ethics/code/index.aspx>
 - VassarStats: <http://vassarstats.net/>
 - Google Docs and Tools: <https://docs.google.com/> & <http://www.google.com/intl/en/about/products/index.html>
 - Human Subjects (IRB): <http://phrp.nihtraining.com/users/login.php?l=3>
 - FERPA: <http://ptac.ed.gov>
 - Hawaii Public Schools Research: <http://apps.hidoe.k12.hi.us/research/Pages/Home.aspx>
 - Framework for 21st Century Learning: <http://www.p21.org/>
 - Common Core Standards: <http://www.corestandards.org/>
 - Statistics Tutorials: <http://stattrek.com/>
 - National Center for Education Statistics: <http://nces.ed.gov/>
 - U.S. DOE Research and Statistics: <http://www2.ed.gov/rschstat/landing.jhtml>
 - Hawaii DOE School Improvement Site: <https://hawaii.doedsi.pbworks.com/w/page/25448388/DSI%20Home>
 - HI DOE P-20 Site: <http://www.p20hawaii.org/node/90>
 - Hawaii Race to the Top Site: <http://hawaii.doereform.org/Data-Systems>

- o Hawaii Data: <http://www.statemaster.com/state/HI-hawaii/edu-education>
- o Khan Academy Statistics: <http://www.khanacademy.org/#statistics>

2. Catalog Course Description

- Provides experiences using research skills to foster systematic and thoughtful inquiry into classroom practice. Practitioners explore relevant classroom practice issues through writing reflections, experimenting with action research strategies, and sharing their work in a collaborative setting. Qualitative and quantitative research methods explored through current best practices.
(<http://www.chaminade.edu/education/documents/MED-Catalog.pdf>)

3. O&P and/or Service Learning Requirements

- There is no O&P or service learning requirement for this course. If you are interested in service learning, please contact Candice Sakuda, Director of Service-Learning at the service.learning.cuh@gmail.com email or visit the http://www.chaminade.edu/service_learning/ link.

4. Prerequisites

- There are no prerequisites for this course.

5. Guiding Philosophy

- The Education Division's guiding philosophy is based upon a set of beliefs that flow from Chaminade University's vision and mission statements, the Education Division's mission statement, the Marianist Core Academic Beliefs, and the Hawai'ian 'Ōlelo of Mana (intrapersonal; spirit; embodiment of love, faith, and ethical practice), Aloha (interpersonal; love; sacredness; divine breath), 'Ohana (classroom; family; interconnectedness), Pono (community; being in alignment and balance in life and the community), and Ho'oma'ama'a (world; become adapted to; teach one to work). These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor instructional and educational leaders to their fullest potential; a commitment to teaching excellence, engagement in scholarship in the pursuit of truth; and a commitment to scholarly service for the university and the larger community. This alignment is designed to prepare education professionals for effective classroom and school leadership by demonstrating professional dispositions, content knowledge, pedagogical skills, and leadership to work effectively with a diverse community of learners.

6. Education Division Mission Statement

- The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

7. Marianist Values

- Education for Formation in Faith (Mana): Within the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All Education Division members join the larger community of faith, hope, love and ethical practice.
- Integral, Quality Education (Aloha): The community is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. All Education Division members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.
- Education and the Family Spirit (Ohana): The community of learners is a second family which encourages the personal development of each of its members. Mutual respect for all members of the Education Division family allows the community to share responsibility for decision making at all levels.
- Education for Service, Peace and Justice (Pono): All members of the community strive to serve the university community and the larger community. Education Division community members are committed to scholarly service and to dispense and receive justice to and from each other and to the larger community.
- Education for Adaptation and Change (Ho'oma'ama'a): True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. The Education Division scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.

8. MEd. Program Learning Outcomes

- PLO 1: Demonstrate on-going commitment to reflection and analysis of his/her own professional and intellectual development and its relationship to best practices in education (REFLECTIVE PRACTICE).
- PLO 2: Differentiate between and critique major learning theories currently driving the field as important empirical, historical, philosophical and conceptual studies (THEORY).
- PLO 3: Apply research-based practice characterized by caring, mutual respect for diverse populations (DIVERSITY).
- PLO 4: Design and assess learning activities that allow for the construction of meaning, and promotion of self-responsibility for learning (DESIGN).
- PLO 5: Critique and analyze academic literature and research methodologies (SCHOLARSHIP).
- PLO 6: Compose academic prose for a variety of audiences including peers, professors, and the larger professional community (COMMUNICATION).
- PLO 7: Engage in and facilitate academic and professional dialogue in a community of learners (LEADERSHIP).

9. Course Learning Outcomes (CLOs)

- CLO 1: Our educational professionals will describe the systematic inquiry performed through appropriate research methods (see class discussions).
- CLO 2: Our educational professionals will be able to explain the use of a quantitative, qualitative, and mixed methods research (see weekly quizzes).

- CLO 3: Our educational professionals will examine the ethical issues of conducting research (see IRB and FERPA assignments).
- CLO 4: Our educational professionals will develop a study and report the results (see the draft final assignment).
- CLO 5: Our educational professionals will synthesize the concepts of educational research with a study proposal (see the draft final assignment).

10. MEd. PLO/CLO Alignment

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	Assignment	Assessment Method	Points Toward Grade
CLO 1		I						Reading and Participation in Class Discussions	Discussions Rubric	100
CLO 2		I						Weekly Quizzes	Quiz Grades	100
CLO 3	D							IRB & FERPA Assignments	Certificates of Completion	50
CLO 4						I		Draft Research Proposal	Peer Evaluated using Final Assignment Rubric	50
CLO 5						I		Final Assignment (Research Proposal)	Instructor Evaluated Using Final Assignment Rubric	200
* Introduced, Developing, and Mastered									Total Points:	500

11. Big Ideas and Essential Questions

- Big Ideas (see: http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=99)
 - Research is the systematic inquiry that is used to produce and analyze data and inform decisions.
 - Descriptive statistics are the quantitative descriptions of the measures of central tendency of a data collection.
 - Inferential statistics refers to the use of statistical procedures to support or refute a hypothesis.
 - Qualitative research relies on non-statistical methods to collect and analyze data.
 - Educational research is designed, conducted, and reported in a logical sequence.
 - American Psychological Association (APA) style is commonly used in reporting educational research.
- Essential Questions (See: http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=53)
 - How is educational research designed?

- o How do researchers use education research literature to inform them, make decisions, and design their own studies?
- o What are the ways to collect quantitative, qualitative, and mixed-methods data?
- o How is research data analyzed in quantitative, qualitative, and mixed-methods studies?
- o How do we protect the research subjects when conducting research?
- o What are the key elements of APA style?

12. Course Requirements

Please [click here](#) to view the course requirements.

13. Topic List

- Analyze the elements of effective graphs and charts used to present data
- Analyze the impact of technology on individual and social behaviors
- Analyze the purpose and use of descriptive statistics
- Analyze uses for z-scores when conducting research
- Analyze uses for t-scores when conducting research
- Calculate a mean, median, and mode
- Calculate a standard deviation
- Calculate a z-score and t-score
- Create documents using American Psychological Association (APA) style
- Describe 21st Century skills
- Describe a normal, bimodal and skewed distribution
- Describe confidence intervals
- Describe guidelines for conducting research using human subjects
- Describe the appropriate use of an ANOVA and ANCOVA (MANCOVA)
- Describe the difference between one- and two-tailed tests
- Describe the importance of validity and reliability
- Describe the legal and ethical issues associated with educational research
- Describe the purpose of educational research
- Describe the relationship between hypothesis testing and p-values
- Describe the standard error of the mean
- Describe the steps involved in conducting a literature review
- Describe the use of mixed-methods research
- Describe the various methods for collecting different types of data
- Describe the constant comparative method used in the development of a theory
- Describe the use and purpose for the standard deviation in data analysis
- Determine appropriate statistical procedures based on the research purposes
- Determine the appropriate use of correlation statistics in educational research
- Differentiate between the methodologies associated with qualitative research.
- Differentiate between a sample and population mean
- Differentiate between a sample and population variance
- Differentiate between primary and secondary literature sources
- Differentiate between type 1 and type 2 errors
- Differentiate between z-statistics and t- statistics
- Differentiate qualitative from quantitative research

- Differentiate situations when descriptive or inferential statistics should be used
- Differentiate the appropriate uses for measures of central tendency
- Discuss the purpose of tests of statistical significance in educational research
- Distinguish the elements of an action research proposal
- Evaluate scholarly literature to document research problems
- Evaluate sources for research literature and ideas
- Examine appropriate methods for conducting educational research
- Examine the elements of the APA written code of ethics
- Examine the ethical issues that can arise when publishing reports of a research study
- Examine how qualitative data is coded and organized
- Examine the purpose of standard deviation in data analysis
- Examine the use of correlation statistics in educational research
- Examine uses for frequency distributions in data collection and analysis
- Explain how elements of research can affect validity and reliability
- Explain how research impacts decision-making and educational practice
- Identify appropriate uses for measures of central tendency
- Identify the elements of an effective literature review
- Identify the ethical ramifications of using the Internet to store data
- Illustrate the importance of sampling methods
- Perform a t-test
- Present a rationale for using null and alternate hypotheses
- Produce a comprehensive literature review
- Produce a methodological design to support a problem statement.
- Produce an appropriate action research problem statement

14. Final Assignment: Research Proposal

Please [click here](#) to view the Final Assignment.

15. Final Assignment Grading Rubric (also used for the draft research proposal)

Please [click here](#) to view the Final Assignment Grading Rubric.

16. Online Discussions Rubric

Please [click here](#) to view the Online Discussions Rubric.

17. Policy for Late Assignments

- All assignments are due on the dates indicated on the syllabus. Late assignments will be reduced 5% each day they are late unless the student can produce a doctor's note or other documentation to justify the lateness of the work. If work is handed in at the education office have someone there time stamp it to eliminate possible confusion over when you turned in the work. Those assignments which are used as a basis for classroom discussion (e.g. final assignment drafts) cannot be handed in late for credit.

18. Grading

- Grading Point to Letter Conversion

- o A - 450-500 points (90-100%)
- o B - 400-449 points (80-89%)
- o C - 350-399 points (70-79%)
- o F - 0-349 points (0-69%)

19. Course Schedule (Subject to change)

Please [click here](#) to view the Course Schedule

20. Education Division Attendance Policy

Education Division Attendance Policy

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students must follow the attendance policy as stipulated in the syllabus of Education Division courses.

Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.

1.1. Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

1.2. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences. Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules.

2.1. On-ground courses. When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.

a. Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.

b. Undergraduate Day Courses T/Th (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.

c. Undergraduate Day Courses M/W/F (45 classes): More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.

2.2 Hybrid courses (online combined with 3 or more on-ground meetings) One absence from on-ground classes lowers grade one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

2.3 Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

For this 100% online course, missing one set of assignments for any week (i.e. discussion questions, quiz, and/or other assignments) will result in one letter grade drop.

3. Additional Notes

3.1 If a student does not logon to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.

3.2 Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.

21. Education Division Incomplete Grade Policy

- At the discretion of the faculty member, a grade of "I" may be assigned to a student who has successfully completed a majority of the coursework (over 80%), but who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. The issuance of an "I" grade is not automatic. Prior to reporting final grades, a contract must be made between the student and the instructor for the completion of the required coursework. This contract must reflect a final default grade if the student does not submit the required assignments. (For example, the grade notation would be: IB, IC, ID, or IF. The default for an "I" that is submitted without an alternative grade is "F.") The contract must include a detail of the remaining coursework and the final deadline date by which the grade is to be submitted. (Note: the deadline date is 90 days past the end of term date and includes the time required by the instructor to review, grade, and submit the paperwork reflecting the final grade.) This deadline date will not be extended.

22. Final Assignment (Research Paper Due Week 10)

- To document teacher candidates' progress toward the mastery of the requisite knowledge, skills and dispositions for teacher licensure, all required courses have a final assignment. Final assignments are accessed via a rubric linked to the relevant program learning outcome(s). All final assignments must be submitted on LiveText, where candidates may view their assessment results and any comments from the instructor.

23. Academic Honesty Statement

- In the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. (If the Dean or the Director is the instructor in question, the concern shall be directed to the Provost; if the Provost is the instructor in question, the concern shall be directed to the President.) If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.
- In either case, the Divisional Dean or Graduate Program Director may choose to 1) resolve the matter through a meeting with both the student and the faculty member, or 2) refer the matter to the Provost. The findings, in either case are final.
- If alleged academic dishonesty is reported to a faculty member by a third party, then the faculty member will meet with the Divisional Dean or Graduate Program Director; to determine whether the evidence warrants an investigation, and how the investigation will be handled. It may also be decided that the faculty member will either confront the student or, assuming enough evidence is present to warrant action, turn the matter over to the Divisional Dean or Program Director to either resolve or organize a hearing.
- If the student is found guilty of the charges of academic dishonesty, the student may be subject to academic penalties such as failure of the course, exam, or assignment. Other penalties from the list of possible disciplinary sanctions may also be deemed appropriate.

24. Disability and Full Inclusion Statement

- Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Director of Personal Counseling at (808) 739-4603 or by email at the jyasuhar@chaminade.edu address. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. Beyond

the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

25. Technical Support

- For technical questions contact the Chaminade eCollege helpdesk helpdesk@chaminade.ecollege.com, or call toll free (866) 647-0654.

26. eCollege Account Support

- Call 739-8327 or email helpdesk@chaminade.edu
- Web Link: <http://chaminade.ecollege.com/>
- User ID: 7-digit CUH student number
- Password: Last 4 digits of your SSN
- For technical questions: Contact the Chaminade eCollege helpdesk at helpdesk@chaminade.ecollege.com or call 866-647-0654

27. LiveText Support

- <https://www.livetext.com/overview/student-overview.html>; Phone: 1-866-LiveText (1-866-548-3839); Technical Support Hours Mon - Thurs: 7am to 9pm (CT), Friday: 7am to 6pm (CT), & Sunday: 12pm to 9pm (CT).

28. KSD Referrals

- Background: Implementation of the Knowledge/Skill/Disposition (KSD) referral system was approved by the Division at the Fall 2011 Chaminade Faculty retreat. The KSD referral system is in place to help undergraduate and graduate students in reaching their goals to become highly-qualified and highly-effective educators and administrators. As our Education Division mission states, we strive "To foster the development of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and state and professional standards." Part of this is to ensure that each teacher candidate or educational leader taking our coursework is knowledgeable in the content area, possesses the needed skills to teach that content, and has dispositions that are reflective of an education professional with accompanying Marianist values.
- Referral Process: Any member of the Education Team, defined as an employee of the Education Division and including adjunct instructors, can initiate a KSD referral to the Dean at any time and for any student taking an education course (see attached form). Referrals can also be made to the Dean for our students taking non-education courses.

29. Syllabus Change Policy

- This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it necessary for the instructor to modify the

syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible.

30. Netiquette for Online Activities

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely each discussion. Add value in your comments. Avoid short, repetitive “I agree” responses.
- Consider carefully what you write. Make sure that you re-read all of your e-mail and discussion questions before you send or post to the class site. Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don't use up other people's time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don't forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.

31. Student Acknowledgement

(Please cut and paste and return to the instructor via email)

Course:
Term:
Printed Name:
Signature:
[Note: signature is not required if submitting through email]

By emailing this, I agree that I have completely read this syllabus and understand and agree to the course requirements. I also agree to the academic honesty statement and understand that plagiarism or cheating will result in an "F" grade for the assignment or course, or dismissal from the program.