



**EDUC 701: Understanding Educational Research and Design**  
**Instructor: Katrina Roseler, Ph.D.**  
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**Winter Graduate (Jan 11- March 26) 2016**

<b>Class Location:</b> Online	<b>Office Hours:</b> By appointment
<b>Required Texts:</b> <ul style="list-style-type: none"> <li>• Creswell, J.W. (2013) <i>Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 4th Edition</i>. SAGE Publications, Inc. ISBN-10: 1452226105 ISBN-13: 978-145222610</li> <li>• Galvan, J. (2012). <i>Writing literature reviews: A guide for students of the social and behavioral sciences</i> (5th ed.). Glendale, CA: Pyrczak Publishing. ISBN 10: 1936523035; ISBN 13: 9781936523030</li> </ul>	
<b>Recommended texts:</b> American Psychological Association. (2010). <i>Publication manual of the American Psychological Association</i> . (6 th ed.). Washington, DC: Author.	

### Catalog Description:

Provides experiences to foster systematic and thoughtful inquiry into educational research and practice. Candidates explore relevant educational research strategies, qualitative and quantitative research methods, and literature related to their area of emphasis. The focus of the course is to critically read academic literature and draft a research proposal that includes the (1) Introduction (2) Review of Literature, & (3) Methods chapters

### **Course resources**

Resource	Service(s) Provided
<a href="#">Sullivan Family Library</a> (Chaminade Library)	Tools to efficiently identify and access literature about an education research topic of your choosing
Val Coleman, Librarian <a href="mailto:vcoleman@chaminade.edu">vcoleman@chaminade.edu</a> 808-739-4661	Available to assist with literature searches as well as answer questions regarding research
<a href="#">The OWL - Purdue Online Writing Lab</a>	Online resource for writing and citing research using APA formatting.
Smarthinking Available in Canvas	Tools to assist with writing including: Main Idea/Thesis, Content Development, Organization, Introduction/Conclusion, Use of Resources, Transitions, Grammar & Mechanics, Sentence Structure and Word Choice. Also can answer "live questions"

### **Program Learning Outcomes (PLO's)**

<b>PLO 1</b>	Demonstrate and analyze his/her own professional and intellectual development
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	and its relationship to best practices in education (Reflective Practice).
<b>PLO 2</b>	Differentiate between and critique major learning theories currently driving the field as important empirical, historical, philosophical, and conceptual studies (Theory).
<b>PLO 3</b>	Apply research-based practice characterized by caring and mutual respect for diverse populations (Diversity).
<b>PLO 4</b>	Design and assess learning activities that allow for the construction of meaning and promotion of self-responsibility for learning (Design).
<b>PLO 5</b>	Critique and analyze academic literature and research methodologies (Scholarship).
<b>PLO 6</b>	Demonstrate the ability to compose academic prose for a variety of audiences including peers, professors, and the larger professional community (Communication).
<b>PLO 7</b>	Demonstrate the ability to engage in and facilitate academic and professional dialogue within a community of learners (Leadership).

### Course learning outcomes (CLOs)

Our educational professionals should be able to:

<b>CLO 1</b>	Describe the systematic inquiry performed through appropriate research methods including quantitative, qualitative, and mixed methods research.
<b>CLO 2</b>	Identify and critique empirical research relevant to a topic of personal/professional interest
<b>CLO 3</b>	Examine the ethical issues of conducting research
<b>CLO 4</b>	Synthesize the concepts of reviewed educational research using appropriate academic prose.
<b>CLO 5</b>	Develop a proposed plan for academic research

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
<b>Marianist Values</b>			Educate for service, justice & peace		Educate for service, justice & peace

			Educate for adaptation & change		Educate for adaptation & change
<b>Native Hawaiian Values</b>			<i>'A'ohe pau ka 'ike i ka halau ho'okahi: All wisdom is not contained in one school</i>		<i>'A'ohe pau ka 'ike i ka halau ho'okahi: All wisdom is not contained in one school</i>
<b>WASC Core Competencies</b>		Information Literacy Critical Thinking		Written Communication Critical Thinking	Written Communication Critical Thinking
<b>Program Outcomes</b>	2	5	3	6	6
<b>Knowledge</b>	I	I	I	I	I
<b>Skills</b>	I	I	I	I	I
<b>Dispositions</b>	I	I	I	I	I

Level of performance (I= Introduced to the concept; D= Developing; C=Competent; M=Mastered).

### Course communication:

CUH has adopted Canvas as the new Learning Management System (LMS). Communication for this course including announcements, assignments and grades will be posted on Canvas. Please be patient with yourselves as you engage in learning using this new LMS. When communicating with me electronically, please identify the course you are referring to in the the subject line (EDUC 701) of your e-mail. I am teaching three courses this semester, therefore I need to know which course material/activities to which I am responding. It is my goal to respond to any email within 24 hours of receipt.

**Course time commitment:** This is a 3 unit course, which will necessitate a time commitment of approximately 9 hours a week. There is a large volume of reading and writing associated with this course, therefore you need to be able to schedule the time necessary to make the most of the materials and experiences created for this course. Please do not procrastinate. If you fall behind, then others lose out on your contribution to the course dialogue and experiences.

## Course Policies

### Due Dates

Course activities will run from Tuesday to Monday in order to provide the weekend for students to complete course related activities. To allow sufficient time to engage in online conversations about the ideas expressed in the reading assignments, initial posts/reflections about the assigned reading chapters will be due by Saturday at 11:59pm. This will provide 48 hours for comment and discussion. All peer comments need to be completed by 11:59pm on Monday.

Assignment	Due day/time
Reflection on Chapter assignments	<b>Saturday</b> 11:59 PM
Peer Comment on peer reflections	Monday 11:59 PM

### Grading

**Basis for Final Grade** Students will in this course will be evaluated in 4 areas. Learning is an iterative process which includes making mistakes, therefore, students will be provided feedback on their progress towards completion of the listed assessment items with opportunities to edit work that has been submitted. It is my intention to complete grading assignments within one week of their due date.

Assignment	% of grade	Assignment Description
Threaded Discussions	10	Discussion questions will be posted on Canvas. You must post your original response to the discussion questions no later than Saturday at 11:59 p.m. You must respond to two of your classmates posts no later than Monday at 11:59 p.m.
Article Annotations/	40	Complete 10 annotations of readings associated with your chosen topic and upload them to Canvas.
Human Subjects Certification	10	Complete the Protecting Human Participants training online by completing the necessary training with <ol style="list-style-type: none"><li>1. <a href="#">National Institute of Health</a> (NIH) <b>or</b></li><li>2. <a href="#">Collaborative Institutional Training Initiative</a> (CITI)</li></ol>
Research proposal assignments	40	Drafts of introduction, literature review and methodology sections.

### Late Work Policy

**I do not accept late work.** There are only 10 weeks in this course and keeping up with assignments is needed for your personal learning as well as supporting the learning of your colleagues. The Chaminade's Learning Management System (i.e., Canvas) will be configured to identify assignments that are submitted after the due

date/time. I will share complete information on assignments to allow ample time for completion if you do not procrastinate. Please respect my time and your colleagues, plan ahead and submit your work on time, so that we can all progress through this learning experience together.

### Group Work/Cooperative Learning Policy

Learning and engagement in science and engineering is a process that requires the interaction and support of others. In other words, knowledge is [socially constructed](#). In order to support learning of all students you will be expected to work cooperatively with others in this course. Your contribution to the in-class and online discussion will support your learning as well as the learning of others in this course.

### Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

### Tentative Schedule of course assignments and activities

Given that the need of students and student groups vary, the activities and assignments listed below may be modified. Notification of any changes to activities and/or assignments will be posted on Canvas.

Week	Date	Activity	Assignment
1	Jan 11-17	Read Creswell Chapters 1-2 (p. 1-50)	1. Introductory <a href="#">screencast</a> presentation 2. Contribute to online discussions 3. Identify a research topic for your literature review/research proposal
2	Jan 12-18	Read Creswell Chapter 3 (p. 51-76) Read Galvan Chapter 3 (p. 17-30) Review Materials in the shared Sullivan Family Library Resources Folder	1. Contribute to online discussions 2. Identify 3 articles on your identified research topic using search tools from the <a href="#">Sullivan Family Library Resources</a> 3. Create a topic statement
3	Jan 19-25	Read Galvan Chapters 4-7 Identify and read 2 articles (1 qual; 1 quant) on related to your research topic	1. Contribute to online discussions 2. Annotate 2 articles (1 quantitative; 1 qualitative) about your topic 3. Build a summary table for your reviewed literature in the shared student folder
4	Jan 26 - Feb 1	Read Creswell Chapter 5-6 (p. 107-138) Read Galvan Chapter 8 (p. 73-80) Read 2 articles on related to your research topic	1. Annotate 2 articles related to your research topic 2. Update your summary table 3. <b>First draft introduction to your research (2 page minimum)</b>

5	Feb 2-8	Read Creswell Chapter 7 (p. 139-153) Read 3 articles on related to your research topic	1. Contribute to online discussions (research questions) 2. Annotate 2 articles related to your research topic 3. Update your summary table
6	Feb 9 -15	Read Galvan Chapter 9 Read 2 articles on related to your research topic Write first draft of literature review	1. Annotate 2 articles related to your research topic 2. Update your summary table 3. <b>Introduction and Literature review first draft (3-5 pages)</b>
7	Feb 16-22	Read Creswell Chapter 8-9 (p. 155-213) Read 2 articles on related to your research topic	1. Contribute to online discussions 2. Annotate 2 articles related to your research topic 3. Update your summary table 4. <b>Complete NIH or CITI Certification</b>
8	Feb 23-29	Read 2 articles on related to your research topic Read Chapter 13 of Galvan (p. 113-116)	1. Annotate 2 articles related to your research topic 2. Update your summary table 3. <b>Literature review draft 2 plus methods section (5+ pages)</b>
9	March 1-6	Read Creswell Chapter Read 2 articles on related to your research topic	1. Contribute to online discussions 2. Annotate 2 articles related to your research topic 3. Update your summary table
10	March 7-13	Write final draft of literature review	<b>Research Proposal Final Draft Due</b>

## University Policies

### Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

**Writing Standards:** All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

**Plagiarism:** Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgement.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your [Student Handbook](#) for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

**Diversity/Full Inclusion:** 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 Counseling Center at 735-4845 or 739-4603. 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.

### **Grades of "Incomplete"**

The current [university policy concerning incomplete grades](#) will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within 90 days of the end of the semester or the "I" will automatically be recorded as an "F" on your transcript.

## **Education Division Attendance Policy**

### **(Revised 3/8/10)**

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 student 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:

2.1a. 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.