



Education Research I  
EDUC 795  
Winter 2022-23  
Credits: 3  
Online

**Instructor:** Katrina Roseler  
**Email:** [katrina.roseler@chaminade.edu](mailto:katrina.roseler@chaminade.edu) (preferred)  
**Phone:** 808-440-4215

**Office Hours:** By appointment  
**Office Location:** Brogan 126

**Required Texts: Text will be provided**

Ebook to be used during the course and available through the Sullivan Family Library (CUH ID and Password required). Oliver, P. (2012). *Succeeding with your literature review*. [\[electronic resource\]](#) (link provided) : a handbook for students. McGraw-Hill.

**Course Catalog Description:** Survey of educational research aligned with a student selected topic of interest. In this first course of the M.Ed. Education Research series, students will read critically evaluate education literature resulting in a synthesis of ideas focused on one topic of interest within educational research.

**Essential Questions:**

1. What are the steps in conducting a review of literature?
2. What is known about my selected research topic of interest?
3. What are some of the gaps in the literature related to my research topic?

**Mission Statement:** The mission of the education division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist's values, current research, and best practices.

**Marianist Values:**

1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, and Peace
5. Educate for Adaptation and Change

**Course Learning Outcomes (CLOs)**

1. Describe the systematic inquiry performed through appropriate research methods (PLO 2)
2. Identify the use research methods within education (PLO 2)
3. Critically evaluate education literature (article annotations) (PLO 2, PLO 3)
4. Synthesize the concepts of one topic of educational research (literature review) (PLO 3)

**Program Learning Outcomes (PLOs) & Research Course Alignment:**

Program Learning Outcomes		R1	R2	R3	R4
1	Analyze his/her own professional and intellectual development and its relationship to best practices in education.	x			x
2	Critique major learning theories, education literature and research methodologies in education.	x	x		x
3	Compose academic prose for a variety of audiences.	x	x	x	x
4	Promote academic and professional dialogue within a community of learners.		x		x
5	Use strategies aligned with education research to make informed decisions for adaptation and change.				x
6	Employ professionalism and ethical standards of conduct.		x	x	x

**Alignment of Learning Outcomes**

	CLO 1	CLO 2	CLO 3	CLO 4
Essential Questions	1	2	2, 3	2, 3
Marianist Values			5	4
Program Learning Outcomes		1, 2		1, 3

**Course Requirements**

**Basis for Final Grade** Students in this course will be evaluated in 2 areas: annotated bibliography and literature review. 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.

## Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A - Outstanding scholarship and an unusual degree of intellectual initiative
- B - Superior work done in a consistent and intellectual manner
- C - Average grade indicating a competent grasp of subject matter
- F - Failed to grasp the minimum subject matter; no credit given

## Technical Assistance for Canvas Users:

- [How do I get help with Canvas as a student?](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- [Watch this video to get you started](#)
- [Online tutorials](#): click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

## Tutoring and Writing Services:

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Assessment:

Assignments should be turned in on the due date noted on the course Canvas page or otherwise indicated in class; *late assignments will earn a maximum of 50% credit and will negatively impact your grade in the course.*

Descriptions of all assignments along with scoring rubrics are available on the course Canvas page. Letter grades for the course will be determined by the following formula:

Assignments	% of grade	Assignment Descriptions
Annotated Bibliography	60	Identifying, reviewing and analyzing literature on a particular topic
Literature Review	40	Synthesizing information into a single coherent piece of writing

## Key Assignments

- Annotated Bibliography Week 5 -7
- Literature Review Weeks 8 & 10

## Course Policies

### Attendance:

As stated in the Chaminade University catalog, students are expected to attend all classes for courses in which they are registered. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

### Discussion Post Due Dates

Course activities will run from Tuesday to Monday. In order to allow sufficient time for students to engage in online discussion 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**

### 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. Canvas is 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. If you need additional time to complete an assignment and/or you have an emergency which will cause you to miss a deadline, you must communicate with me in advance of the due date.

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	Available to assist with literature searches as well as answer questions regarding research. <a href="mailto:vcoleman@chaminade.edu">vcoleman@chaminade.edu</a> 808-739-4661
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, Word Choice. Also can answer "live questions"
<a href="#">ProQuest RefWorks Modules</a>	Short video clips to assist you with creating an account and using ProQuest Refworks; an educational tool that allows users to store and annotate research material.

### **Collegiality & Professionalism**

We will create an open environment where diverse opinions, viewpoints, and perspectives are appreciated and respected. As we perfect the art of teaching, we should be conscious of the fact that our craft can (and should) be approached from multiple perspectives

**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, writing and peer feedback associated with this course, therefore you need to be able to schedule the time necessary to make the most of the materials and experiences. Please do not procrastinate. If you fall behind, then others lose out on your contribution to the dialogue and experiences.

### **Group Work/Cooperative Learning Policy**

Learning requires the interaction and support of others. In other words, knowledge is socially constructed. In order to support the learning of all students you will be expected to work cooperatively with others in this course. Your contribution to the online discussion and the feedback that you provide will support your learning as well as the learning of others in this course. In addition to group collaboration, you will also be assigned a critical friend for the professional development assignments who will be your learning partner. These types of cooperative activities are essential features of the course and timely feedback and engagement is required in order for your learning and for you to support the learning of your peers. If you do not provide timely feedback to your peers you will not earn full credit on your assignments.

### **Writing Policy**

Professional Development assignments require APA formatting.

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

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of "incomplete". This will provide the student with 30 days beyond the end of the term to complete all outstanding course requirements. Please note that a grade of "incomplete" must be discussed with the instructor before the end of the term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point.

### **Instructor and Student Communication**

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours). [katrina.roseler@chaminade.edu](mailto:katrina.roseler@chaminade.edu). When communicating with me electronically, please identify EDUC 795 in the subject line of your email. We will be using the Canvas Learning Management System (LMS). Communication for this course including announcements, assignments and grades will be posted on Canvas.

**Tentative Schedule of course assignments and activities:** Given that the needs 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.

### Tentative Activities Schedule

Week	Activities
1	Introductions Create a Proquest Refworks account What is a literature review? Selecting a topic for a literature review
2	Doing a literature search (Chapter 3) Database Search
3	Selecting literature for inclusion (Chapter 4) Evaluating sources using the CRAAP Test Save to RefWorks Create an APA formatted Bibliography using RefWorks
4	Evaluating sources using the CRAAP Test pt. 2 Analyzing and Categorizing literature
5	Create an APA formatted Bibliography using RefWorks pt 2 Annotations
6	Annotations Stages for writing a literature review
7	Annotations Mapping out your literature review
8	Literature Review: Version 1
9	Peer feedback
10	Literature Review: Revision Course Reflection

## University Policies

### **Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. 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 Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### **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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **Attendance Policy**

Students are expected to regularly attend all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

## **Academic Conduct Policy**

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook:

<https://assets.chaminade.edu/wp-content/uploads/2022/07/29101951/22-23-Student-Hanbook-Working-Revisions.pdf>

## **Credit Hour Policy**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.