



EDUC796 Course Syllabus (Fall 2023, 3 Credits)

Educational Research II -- Online

School of Education and Behavioral Sciences

[Chaminade University Honolulu](#)

3140 Waialae Avenue - Honolulu, HI 96816

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Office Hours: [By Appointment](#)

Office Location: N/A

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, though weekends may take longer).

Course Catalog Description:

Survey of educational research methodologies aligned with student selected topic of interest. In this second course in the M.Ed. Education Research series, students will (1) Examine the ethical issues of conducting Human Subjects research (2) Analyze different education research designs, and (3) Develop necessary procedures, instruments, and methods for data collection and analysis that are aligned with a topic of interest. *Prerequisite: Education Research I: Introduction to Education Research (EDUC 795).

Course Overview:

In this course, participants will explore different education research methods. Participants will construct methods that align with an investigation that they will implement in subsequent courses. Participants will complete Human Subjects Training and an IRB proposal as evidence of their proposed research methodology.

Essential Questions:

1. What are the different types of education research methods?
2. What are the ethical considerations associated with Human Subjects research?
3. Which education research methods align with the research that I plan to conduct?

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:

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education 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

While all five characteristics are present in this course, we will pay particular attention to “providing an integral, quality education” This course will guide you through the process of designing and proposing a research study. The purpose of this study will be to improve the quality of education in your own classroom or in the field as a whole.

Native Hawaiian Values:

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No‘eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No‘eau 364) May I live by God
2. Provide an Integral, Quality Education (Na‘auao) Lawe i ka ma‘alea a kū‘ono‘ono (‘Olelo No‘eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No‘eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no‘eau (‘Olelo No‘eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Olelo No‘eau 203) All knowledge is not taught in the same school

Model Code of Ethics for Educators:

The Model Code of Ethics for Educators is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course.

CUS Core Competencies:

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

Program Learning Outcomes (PLOs) and Research Course Alignment (R1-4):

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

Course Learning Outcomes (CLOs):

Upon completion of this course, students will be able to:

1. Examine the ethical issues of conducting Human Subjects research (PLO 6) (Human Subjects Certification)
2. Analyze different education research designs (PLO 2, 3)
3. Develop procedures, instruments, and methods for data collection and analysis. (PLO 3, 4) (Research/IRB Proposal)

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3
Essential Questions	2	1	3
Marianist Values	4	2	2
Program Learning Outcomes	6	2, 3	3, 4

Required Texts:

Mertler, C. A. (2019). Action research: Improving schools and empowering educators. SAGE Publications, Incorporated. ISBN: 978-1544324395

Course Website:

This course can be accessed through your Canvas dashboard at <https://chaminade.instructure.com/>

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 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 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 may 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 Description
IRB/ Research Proposal	90	Submit a thorough research proposal for review with Chaminade's Institutional Review Board
Human Subjects Certification	10	Complete the Protecting Human Participants training online by completing the necessary training with Collaborative Institutional Training Initiative .

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

In this course, letter grades are defined as follows:

A (100-90%)	B (89-80%)	C (79-70%)	F (69-0%)
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Late Work Policy:

All assignments should be turned in by the due date. I am willing to accept late work; however, all late assignments may receive a lower grade.

Grade 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.

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).

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:

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student 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:

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

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://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.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.

This is a 3 unit course, which will necessitate a time commitment of approximately 12-14 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. The times listed on the schedule below indicate the approximate time required to complete these tasks, but you should be using the balance of the time (again, 12-14 hours per week) to research, read, write, and revise your study. Please do not procrastinate. If you fall behind, then others lose out on your contribution to the dialogue and experiences.

Tentative Activities Schedule

Week	Action Research	Systematic Review of Literature
1 & 2	Course introduction (2:00 hours) Ethics/Human Subjects Certification - CITI Training (21:00 hours) Q&A Discussion (2:00 hours)	

3	Determining Research Path (6:00 hours) <ul style="list-style-type: none"> • What is action research? • What is a Systematic Review of Literature? Peer Feedback (4:00 hours) Q&A Discussion (2:00 hours)	
4	Research Questions (3:00 hours) Research Participants (2:00 hours) Q&A Discussion (2:00 hours)	Research Questions (3:45 hours) Q&A Discussion (2:00 hours)
5	Methods of data collection (Instruments) & Analysis (5:00 hours) Q&A Discussion (2:00 hours)	Keywords and search terms (6:00 hours) Q&A Discussion (2:00 hours)
6	Research Introduction and Abstract (4:00 hours) Q&A Discussion (2:00 hours)	Limiting Criteria (3:45 hours) Q&A Discussion (2:00 hours)
7	Informed Consent/Student Assent (4:00 hours) Q&A Discussion (2:00 hours)	Inclusion and exclusion criteria (4:00 hours) Q&A Discussion (2:00 hours)
8	IRB Proposal Draft (6:00 hours) Q&A Discussion (2:00 hours)	Record Keeping (6:00 hours) Q&A Discussion (2:00 hours)
9	Course Reflection (2:00 hours) Q&A Discussion (2:00 hours)	
10	Action Research Proposal Final (IRB) (10:00 hours) Q&A Discussion (2:00 hours)	Conducting your search (10:00 hours) Q&A Discussion (2:00 hours)