Course Syllabus
Chaminade University Honolulu
3140 Waialae Avenue - Honolulu, HI 96816
www.chaminade.edu

Course Number:	EDUC 797
Course Title:	Educational Research III
Credit:	3 Credits
Department Name:	School of Education and Behavioral Sciences

Instructor Name:	Elizabeth Park, Ph.D.
Email:	epark@chaminade.edu
Phone:	808-735-4859
Office Location:	Brogan Hall 119 (Campus Map)
Office Hours:	By appointment
Other Contact Information (Zoom):	https://zoom.us/my/epark

Term:	Winter 2024 (January 8, 2024 - March 18, 2024)
Zoom Meetings:	Week 1, 3, 5, 7, and 10 Saturdays 3-4 p.m. HST
Class Location:	Canvas

Required Texts: No Required Textbook for This Term.

Helpful Resources / Supplementary Materials:
- Mertler, C. A. (2020). *Action research: Improving schools and empowering educators* (6th ed.). Thousand Oaks, CA: SAGE Publications.
- Samaras, A. P., & Freese, A. R. (2006). *Self-study of teaching practices primer* (Vol. 12). Peter Lang.
- Tidwell, Deborah L., et al. *Research Methods for the Self-Study of Practice.* Springer, 2009.
- Muka, T., Glisic, M., Milic, J., Verhoog, S., Bohlius, J., Bramer, W., ... & Franco, O. H. (2020). A 24-step guide on how to design, conduct and successfully publish a systematic review and meta-analysis in medical research. *European Journal of Epidemiology, 35*(1), 49-60.

Resource	Service(s) Provided
Sullivan Family Library (Chaminade Library)	Tools to efficiently identify and access literature about an education research topic of your choosing
Val Coleman, Librarian vcoleman@chaminade.edu 808-739-4661	Available to assist with literature searches as well as answer questions regarding research
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"
Google Drive Instructional Resources	A resource with SHORT video clips to assist you with navigating Google Drive. Competency in Google Drive begins with the ability to open and access a Google account. Students must be able to create a document, employ the comments and history buttons, and navigate the various document types (Document, Sheet, Slide). In

	addition, students need to be able to store and share files, understanding the nature of the automatic save.
ProQuest RefWorks Modules	A resource with SHORT video clips to assist you in creating an account and using ProQuest RefWorks. RefWorks is an educational tool that allows users to store, annotate, and research material. To better facilitate the research process, RefWorks modules will guide students through the process. Inherent in the search process is the use of digital text and competency in Google Drive is a precursor to the RefWorks process.

Course Catalog Description: This course was designed to support the data collection and analysis of participant-created education research investigations. In this third course in the M.Ed. Education Research series, students will (1) execute data collection and analysis of research proposed in the Education Research II course; and (2) complete preliminary analysis and interpretation of data. Prerequisite: EDUC 796

Course Overview: In this course, participants will implement their proposed research study within the context and with the participants outlined in their proposal from Research Methods II. Once data has been collected, participants will then analyze the data in order to answer their proposed research question(s).

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, Peace, and Integrity of Creation
5. Educate for Adaptation and Change

Program Learning Outcomes (PLOs) & Research Course Alignment:

	Program Learning Outcomes	R1	R2	R3	R4
1	Demonstrate and analyze his/her own professional and intellectual development and its relationship to best practices in education (Reflective Practice).			x	x
2	Differentiate between and critique major learning theories currently driving the field as important empirical, historical, philosophical, and conceptual studies (Theory).	x	x		x
3	Apply research-based practice characterized by caring and mutual respect for diverse populations (Diversity)		x	x	
4	Design and assess learning activities that allow for the construction of meaning and promotion of self-responsibility for learning (Design).		x		x
5	Critique and analyze academic literature and research methodologies (Scholarship).	x			x
6	Demonstrate the ability to compose academic prose for a variety of audiences, including peers, professors, and the larger professional community (Communication).	x	x	x	x

7	Demonstrate the ability to engage in and facilitate academic and professional dialogue within a community of learners (Leadership).			x	x

Course Learning Outcomes (CLOs): Our Education professionals will

1	Execute data collection and analysis of research proposed in Research Methods 2 (PLO 3)
2	Reflect upon, modify, further investigate methodologies and/or questions associated with a topic of your own educational practice (PLO 1)
3	Complete preliminary analysis of pilot data and assert preliminary ideas (PLO 6)
4	Present your preliminary analysis for review and critique (PLO 6, 7)

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	5	2	5	5
Program Learning Outcomes	3	1	6	6, 7

Assessment

The basis for the Final Grade in this course will be evaluated in the following items. Learning is an iterative process that 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.

Categories	Percentage of Overall Grade	Learning Activities
Communities of Practice	20%	Research Journal & Participation
Assignments	30%	Data Collection & Organization (15%) Data Analysis Plan & Write-Up (15%)
Key Assignments	50%	Data Collection & Analysis Report (20%) Findings Draft, Revision & Report (20%) Presentation (10%)

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:

Grade Percentage	Graduate Level
90% - 100%	A
80% - 89%	B
70% - 79%	C (Must Retake)

| 60% - 69% | D (Must Retake) |
| 50% and Below | F (Must Retake) |

Course Policies

Late Work Policy

This course is utilizing a Flex model, meaning there is a firm deadline for the Course Completion Schedule assignment, which is due by 11:59 pm on the 7th day of the month in which you started the course. If this assignment is late, you may be dropped from the class. All other assignments—with the exception of any assignments that your instructor notes as having a firm deadline—can be turned in at your convenience. Please refer to Self-Service to confirm when your course section ends, as all assignments are due before then.

Grades of "Incomplete"
Students should check with the instructor regarding the current "Incomplete" policy for unexpected situations where the students are unable to complete the courses.

Writing Policy
Students are expected to write at the graduate or undergraduate level they are in. Please check with your instructor for a specific writing format for the course. For education students, the general expectation is to use the APA writing style. You can visit APA Style for more information.

Instructor and Student Communication
Questions for this course can be emailed to the instructor at the email provided on this syllabus. Online (Zoom), in-person, and phone conferences can be arranged per request. The instructor's email response time will be 24-48 hours unless the instructor is traveling or due to special circumstances.

Email Guidelines:
- Use your Chaminade email account.
- Always include a subject line with the course number.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- Use standard fonts.
- Special formatting such as centering, audio messages, tables, html, etc. should be avoided unless necessary to complete an assignment or other communication.

Community of Practice Communication Guidelines:
- Do not make insulting or inflammatory statements. Be respectful of others' ideas.
- Be patient and read the comments of others thoroughly before posting your remarks.
- Be positive and constructive.
- Consider how your posts help to further the discussion and/or meet course learning outcomes.

Additional Services

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 ʻIke: 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 ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Canvas Technical Assistance:
- Search for help on specific topics or get tips in Canvas Students
- 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 ʻIke: 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 ʻIke's website 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 ʻIke at tutoring@chaminade.edu or 808-739-8305.

Chaminade University Policies

Student Conduct Policy
Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one students may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules 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 under Student Life.

For further information, please refer to the Chaminade Catalog.

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).

Flex students are expected to asynchronously attend and submit course work in classes they are registered in. 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.

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.

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.

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 three-credit course requires 135 clock hours of student engagement per the official CUH Credit Hour Policy. Students enrolled in

this course are anticipated to spend 5 hours in Zoom and 110 hours researching, completing, and presenting the three key assignments (child case study, integrated curriculum unit, and student teaching portfolio). The remaining 20 hours will be spent on completing readings, participating in a community of practice, and other assignments.