



**EDUC798 Course Syllabus (Spring 2024, 3 Credits)**  
***Educational Research IV -- Online***  
**School of Education and Behavioral Sciences**  
**[Chaminade University Honolulu](#)**  
**3140 Waialae Avenue - Honolulu, HI 96816**

**Instructor:** Scott Wylie

**Email:** [scott.wylie@chaminade.edu](mailto:scott.wylie@chaminade.edu)

**Office Hours:**

- Click link to join Zoom:  
[Mondays 12:00-1:30p \(Hawaii Time\)](#)  
[Tuesdays 6:00-7:30a \(Taiwan Time\)](#)
- Or, use my YouCanBookMe page to [schedule a meeting at another time.](#)

**Weekly Class Meeting (Optional):**

- Click link to join Zoom:  
[Mondays. 8:45p \(Taiwan Time\)](#)

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:**

In this fourth and final course of the M.Ed. Education Research series, students will complete their research investigation and present their findings. Students will also reflect on the findings from their research and how what they learned from the M.Ed. program will impact their practice. \*Prerequisite: EDUC 797 - Education Research III.

**Course Overview:**

Participants in this course will report on the findings of their education research that they have conducted during the Education Research course series. Participants will incorporate feedback from peers and faculty into a final presentation of their findings. Participants will also articulate how their research has/will impact(ed) their practice.

**Essential Questions:**

1. What are the outcomes of my research?
2. How does my research contribute to what is already known about the field of research?
3. How does my research impact my practice?

**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 completing your research investigation and presenting your findings. 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. Present their research findings (PLO 3, 4, 6) (Manuscript, Oral Presentation)
2. Articulate how the research findings impact personal practice. (PLO 1, 3, 4, 6) (Manuscript, Oral Presentation)
3. Reflect on M.Ed. program outcomes (PLO 1, 3, 5) (Oral Presentation)

**Alignment of Learning Outcomes:**

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

**Optional Texts:**

- Galvan, J. L. & Galvan, M. C. (2017). *Writing literature reviews: A guide for students of the social and behavioral sciences*. Taylor & Francis.
- Mertler, C. A. (2018). *Introduction to educational research*. Sage Publications.

**Course Website:**

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

### Technical Assistance for Canvas Users:

- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- 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
Research	80	Oral defense/presentation of research findings Publication Manuscript related to research findings
Program Reflection	20	Narrated presentation of personal program outcomes and impacts

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](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:**

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>

### **AI Policy**

All written work is to be word-processed, proofread, using APA formatting, and solely the work of the author. Students are permitted to use generative AI (e.g. ChatGPT) as a brainstorming tool to help generate ideas or proofreading AI (e.g. Grammarly) to edit their papers. However, these tools should be considered a “critical friend,” not a “co-author.” The work you submit for this class should be your own. You are all experienced educators and I trust your judgment as to where that line is in any given situation; however, if you have questions, I encourage you to share them on our class discussion board so we can grapple with them as a community of scholars. I’m also happy to talk with you individually if you are more comfortable having a private conversation.

### **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 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. Ultimately you will spend approximately 110 hours working on the various elements of your research

paper and approximately 25 hours on your program reflection. Please do not procrastinate. If you fall behind, then others lose out on your contribution to the dialogue and experiences.

## Tentative Activities Schedule







<div style="display: flex; justify-content: space-between; align-items: center;"> <span>☰ ▼ Week 1 (3/18 - 3/24)</span> <span>✔ ▼ + ☰</span> </div>			
☰	Weekly Zoom Meeting (Optional):	✔	☰
☰	🔗 Monday, 8:45pm Taiwan Time (Click to Join) 🗄️	✔	☰
☰	Introduction	✔	☰
☰	🗨️ 📝 Assignment - Student Introduction Video Mar 23   10 pts	✔	☰
☰	Research Assignments	✔	☰
☰	🔗 📺 Watch: Finding Journal Submission Guidelines	✔	☰
☰	📄 📝 Week 1: Research - Identify a Publication for Manuscript Submission Mar 24   10 pts	✔	☰
☰	📄 📝 Week 1: Research - Upload "Data Collection, Data Analysis, and Findings" to Google Drive Mar 24   10 pts	✔	☰
<div style="display: flex; justify-content: space-between; align-items: center;"> <span>☰ ▼ Week 2 (3/25 - 3/31)</span> <span>✔ ▼ + ☰</span> </div>			
☰	Weekly Zoom Meeting (Optional):	✔	☰
☰	🔗 Monday, 8:45pm Taiwan Time (Click to Join) 🗄️	✔	☰
☰	Program Reflection Assignment	✔	☰
☰	🗨️ 📝 Week 2: Program Reflection - Storyboard Mar 30   10 pts	✔	☰
☰	Research Assignment	✔	☰
☰	📄 📝 Week 2: Research - Peer Feedback on "Data Collection, Data Analysis, and Findings" Mar 31   10 pts	✔	☰






Week 3 (4/1 - 4/7) <span style="float: right;"> </span>	
<b>Weekly Zoom Meeting (Optional):</b>	
Monday, 8:45pm Taiwan Time (Click to Join)	
<b>Research Assignment</b>	
<b>Week 3: Research - First Draft of Complete Manuscript</b> <small>Apr 7   10 pts</small>	

Week 4 (4/8 - 4/14) <span style="float: right;"> </span>	
<b>Weekly Zoom Meeting (Optional):</b>	
Monday, 8:45pm Taiwan Time (Click to Join)	
<b>Research Assignment</b>	
<b>Week 4: Research - Peer Feedback on First Draft of Complete Manuscript</b> <small>Apr 14   10 pts</small>	






Week 5 (4/15 - 4/21) <span style="float: right;"> </span>	
<b>Weekly Zoom Meeting (Optional):</b>	
Monday, 8:45pm Taiwan Time (Click to Join)	
<b>Program Reflection Assignment</b>	
<b>Week 5: Program Reflection &amp; Presentation Draft</b> <small>Apr 20   0 pts</small>	



**Week 6 (4/22 - 4/28)**








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**Weekly Zoom Meeting (Optional):**







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 Monday, 8:45pm Taiwan Time (Click to Join) 









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**Research Assignment**






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**Week 6: Research Presentation Draft**







 Apr 27 | 10 pts



**Week 7 (4/29 - 5/5)**










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**No Zoom Meeting This Week**









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**Research Assignment**






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**Week 7: Research - Second Draft of Complete Manuscript**








May 5 | 10 pts



**Week 8 (5/6 - 5/12)**








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**Weekly Zoom Meeting (Optional):**







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 Monday, 8:45pm Taiwan Time (Click to Join) 









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**Research Assignment**






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**Week 8: Research Presentation (Final)**









 May 11 | 10 pts



**Week 9 (5/13 - 5/19)**








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**Weekly Zoom Meeting (Optional):**








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 Monday, 8:45pm Taiwan Time (Click to Join) 



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**Research Assignment**



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**Week 9: Research - Complete Manuscript (Final)**



May 19 | 28 pts

⋮	▼ Week 10 (5/20 - 5/26): Prepare & Submit manuscript for publication	✔	+	⋮
⋮	<b>Weekly Zoom Meeting (Optional):</b>	✔	⋮	
⋮	🔗 Monday, 8:45pm Taiwan Time (Click to Join) 🗄️	✔	⋮	
⋮	<b>Research Assignment</b>	✔	⋮	
⋮	📎 📖 Read: Example Cover Letter	✔	⋮	
⋮	📄 🖋️ <b>Week 10: Research - Prepare &amp; Submit Manuscript for Review</b> May 26   28 pts	✔	⋮	
⋮	<b>Program Reflection Assignment</b>	✔	⋮	
⋮	🗨️ 🗨️ <b>Week 10: Program Reflection (Final)</b> May 25   10 pts	✔	⋮	