



School of Education and Behavioral Sciences
Education

EDUC 795 Education Research I: Introduction to Education Research-- Online School of Education and Behavioral Sciences IS

Location meeting and Class meeting schedule Online Asynchronous
Credits: #3 Section: #795 IS Term: Accelerated Fall, 2024

Instructor Information



Instructor: Denise Dugan, PhD
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Office Hours: Tues 11:30 am-12:30 pm, Friday 9:30am-10:30am
Virtual Office: [Virtual Office Hours Link](#)
Virtual Office Hours: Tues 11:30 am-12:30 pm, Thurs 3:45-4:45,
and Friday 9:30am-10:30am

Communication

Questions for this course can be emailed to the instructor at denise.dugan@chaminade.edu. For online, in-person and phone conferences, please see above for face to face and virtual office hours. Response time will take place up to 48 business hours. While a phone number is listed above, that is for my office phone so I will only be available to answer it during office hours. For the most immediate response, please email.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Brogan Hall, 110

Phone: [\(808\) 739-4652](tel:(808)739-4652)

If you have questions regarding the Education Department, reach out to your instructor or the School of Education and Behavioral Sciences.

Course Description & Materials

Catalog Course Description

Survey of educational research aligned with a student selected topic of interest. In this first course is 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

Time Allocation

This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Over the 10 weeks of this course, students will spend 35 hours online reading/ reviewing resources, averaging 2.3 hours a week and 100 hours working on assignments and research, averaging 6.7 hours each week.

Required Materials

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

Recommended Items/ Resources

Other website resources are used, see Canvas modules

Resource	Service Provided
Sullivan Family Library (Chaminade Library)	Tools to efficiently identify and access literature about an education research topic of your choosing
Librarian	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
ProQuest RefWorks Modules	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.
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Canvas

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

Program Learning Outcomes (PLOs)

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

Course Learning Outcomes (CLOs)

Upon completion of [course, e.g., ICS 170], the student will be able to:

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 5, PLO 6)
4. Synthesize the concepts of one topic of educational research (literature review) (PLO 6).

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, and integrity of creation.
5. Educate for adaptation and change.

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 Educator Ethics](#) 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.

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
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Course Activities

Tentative Activities

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 (Ch 4) Evaluating sources using the CRAAP test Save to Refworks Create an APA formatted Bibliography using RefWorks
4	Evaluating sources using the CRAAP test, part 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

Discussions

Discussions must be the work of you and yours alone. They are checked for the use of AI and AI is not acceptable in discussion boards, as this a place for student-to-student interaction. Your

response to your peers should be thoughtful and reflective, while contributing to the discussion. Please refrain for things like restating what the person said, telling them you liked it with no further explanation. You may engage in discussion by asking questions, adding information, and more. Be respectful. These assignments will not be given full credit when late due to the interactive nature.

Homework & Projects (both independent & Group)

Homework must be completed independently. Any assignments violating plagiarism policies will not be accepted. Plagiarism is defined as, “Presenting work or ideas from another source as your own, with or without consent of the original author, by incorporating it into your work without full acknowledgement.” ([University of Oxford Dictionary](#))

Course Policies

Attendance

Online Asynchronous, N/A

Late Work

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

Extra Credit

Extra Credit is not available for this course

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

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 up to 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.

Use of Generative Artificial Intelligence (Gen AI)

- Students are encouraged to use Gen AI tools such as ChatGPT and others to support their learning and creativity. However, the use of these tools must adhere to the following guidelines.
- Attribution: Any content generated by AI must be clearly attributed.
- Academic Integrity: AI tools should not be used to produce entire assignments or projects without significant input and modification by the student.
- Originality: Students must ensure that their submissions are original and reflective of their understanding. Plagiarism, including the uncredited use of AI-generated content, is strictly prohibited.
- Disclosure: Students must disclose the use of AI tools in their work, no matter how the use. This includes specifying which tools were used and how they were applied.
- Examples of appropriate uses for Generative AI for course activities include:
 - Idea generation
 - Creating outlines, and
 - Sentence-level edits (i.e., punctuation and grammar)

Final Grades

Final grades are submitted to [Self-Service](#):

Assessment: Assignments should be turned in on the due date noted on the course Canvas page or otherwise indicated in class; late assignments will negatively impact your grade in the course.

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.

Descriptions of all assignments along with scoring rubrics are available on the course Canvas page. Grades are calculated from the total points earned from course assignments.

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

- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work
- 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%Late Work Policy: F 69-0

Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

[Nondiscrimination Policy & Notice of Nondiscrimination](#)

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

[CUH Alert Emergency Notification](#)

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

[Assessment for Student Work](#)

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

[Student with Disabilities Statement](#)

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kōkua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kōkua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning 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 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.