COURSE SYLLABUS
EDG 7938: Seminar in Educational Media
School of Teaching and Learning

SEMESTER HOURS
3 semester hours

INSTRUCTOR INFORMATION
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CLASS MEETING INFORMATION
Location: Norman Hall G513
Days: Wednesday
Times: 5:10pm - 8:10pm

OFFICE HOURS
Wednesday   2:00pm – 5:00pm
If you are not available at these times, please email me to schedule an appointment.

COURSE DESCRIPTION
The 3-course seminar series in Educational Technology is designed to provide doctoral students with experiences that will support their development as scholars and provide experiences that will support successful completion of the qualifying examination and the dissertation processes. As such, this series is designed to engage students at the highest cognitive levels and requires extensive independent literature evaluation, conceptualization, research design, writing, and the process of giving, receiving and applying constructive feedback. Goals for the seminar series include supporting students as they:

1. Develop the habits of mind necessary to be scholars in continual pursuit of new knowledge and ideas
2. Develop the habits of mind necessary to be scholars who continually disseminate new knowledge and ideas in written format
3. Develop a stance toward socially-responsible research
4. Develop and refine the process of scholarly peer review
5. Enculturate into scholarly Educational Technology community via engaged participation.

The first seminar course is designed to help students develop a broader perspective of Educational Technology and their scholarly identity within the field, critically analyze their

doctoral progress and career trajectory, facilitate and participate in engaging academic discussions, respond to academic questions similar to qualifying exam questions and engage deeply with a specific area in the field by completing a thorough literature review.

The second seminar course is designed to help students develop a deeper understanding of research methodology as it relates to Educational Technology, critically analyze research articles and dissertations, write a proposal/prospectus for a small-scale research study (likely stemming from the literature review conducted in the first seminar), navigate the IRB process and begin research implementation.

The third seminar series builds on work complete in the first two seminars and is designed to help students understand the process of writing a research article with a special focus on writing the results, discussion, implications and conclusion section. This seminar also addresses issues associated with submitting research articles and transforming research articles into engaging, professional presentations.

COURSE OBJECTIVES
1. Student will gain broad understanding of the scholarly literature base pertaining to educational technology research paradigms and methods.
2. Student will be able to synthesize scholarly literature pertaining to the application of educational technology research methods.
3. Student will be able to identify and describe the research methods appropriate to a specific educational technology research question or paradigm.
4. Student will be able to evaluate educational technology research instruments and designs.
5. Student will be able to employ scholarly processes to develop educational technology research instruments and designs.
6. Student will be able to develop specific instantiations of educational technology research instruments and designs.
7. Student will be able to produce a publication-quality research proposal that articulates an educational technology research design.
8. Student will be able to present to a group of educators a paper that articulates an educational technology research design.

REQUIRED SOFTWARE/HARDWARE
You will need access to a modern personal computer and a reliable Internet connection. Additionally, we will be using a variety of software packages this semester, including MS Word 2003(07), MS Power Point 2003(07), Adobe Reader, and a browser (Firefox, Internet Explorer, Opera, Netscape, etc.).

REQUIRED READINGS
There are also a number of online educational resources available in Moodle that will be referenced throughout the semester. These readings include journal articles, dissertations, and book chapters relevant to the course. Please be sure to keep up with the assigned readings.

GRADING SCALE

Final course grades will be determined using scores from the following:

- 20% - Reviews (6)
- 20% - Peer Evaluations (4)
- 10% - Research Prospectus (1)
- 15% - Research Proposals 1 - 3(3)
- 25% - Research Proposal 4
- 10% - Presentations (2)

Grade	Scale
A	90-100
B	80-89
C	70-79
D	60-69
E	0-59

Note: A grade of an 'I' will not be awarded unless there are extenuating circumstances.

COURSE DELIVERABLES

Manuscript Reviews

The student will prepare for each assigned dissertation or article a list of at least five questions and/or observations about what is good or bad about the manuscript, particularly the research design. The observations and/or questions should demonstrate a critical level of understanding of the assigned dissertation or article. You should format this manuscript review as if you were providing feedback to an author submitting a manuscript to a journal that you review.

Peer Evaluations

Generate a list of at least five good questions and/or observations about what is good or bad about the manuscript, particularly the research design. The observations and/or questions should demonstrate a critical level of understanding of the assigned manuscript. Research Proposal 3 evaluations will include responsibility to act as instrument validator. You should format this manuscript review as if you were providing feedback to an author submitting a manuscript to a journal that you review.

Research Prospectus

A research prospectus is a preliminary plan for conducting a study. You draft a research prospectus for your proposed study that will be conducted in this course and in the third and final seminar course. This is not a detailed, technical research proposal, but, rather, a considered analysis of the issues you are likely to confront in such a study. In essence, it is a preliminary proposal. The research prospectus should be no longer than 5-pages. In completing this task, you should be sure to consider at least the following:

Research Problem. What is the research problem you are trying to solve? [A problem is a situation that, left untreated, produces a negative consequence for some group, institution or individual(s). "Girls score lower on technology attitude scales than boys" is not necessarily a problem; "girls are less inclined to pursue careers in technology-related fields" is.] What makes it a problem? For whom? Who says so?

Assumptions. On what assumptions are you basing your work? Which of them seem to be verifiable in the literature? Which are more speculative?

Theoretical Issues. What theoretical issues arise in your proposed study? For example, "theoretically," how would you explain this problem and the results you suspect you might get to another scholar? (Do you take a behavioral view? Social systems view?) Are there other theoretical orientations that should be considered in the design of your study?

Literature Review. What, in general, does the literature say about your topic? [This need not be a complete review, but you should cite some of the major theory, research and writers in the field.]

Research Questions. Based on your problem, what are the research questions you are trying to answer? Why and how will answering these questions contribute to solving the research problem? Remember…a research question can be answered ONLY with data or information.

General Research Plan. In general, how would you propose to conduct this research study so that it answers your research questions? What kind of data will you gather (specify type, such as surveys, observations, interviews…or some combination of these types)? From whom will you gather it? Why them?   How will you reduce the data - make sense of it? How will you assure that the data are of high quality?

Anticipated Difficulties and Pitfalls. What kind of difficulties and pitfalls might you expect in doing a study of this type? What will you do to prevent them or minimize their effects?

Anticipated Benefits. Who will benefit from the fact that this research is undertaken? How? Why? Who might be disturbed this proposed study? How? Why?

This should be a thoughtful, reflective paper that presents a balanced view of the proposed study - both its problems and its opportunities. It should serve as a first, solid communication about the kind of thinking you have been doing on an anticipated area of inquiry.

Research Proposal 1
Develop a concept paper for a unique educational technology research proposal that addresses an area of interest to you. To do this you will need to state one or more research questions or (if appropriate) research hypotheses that your proposal will address. All questions/hypotheses must be valid in context of educational technology research (e.g. no simplistic media comparison) and must transcend the level of simple evaluation of an initiative. The research should attempt to illuminate generalizable theory, models, or principles. Organize your concept paper around the following ten questions. Include only as much information in your treatment of question one as is necessary to establish and clarify the research questions/hypotheses. Devote the major part of your concept paper to questions two to ten: the research design and methods that you propose to employ. If your design is such that these questions do not apply

as worded (e.g., ethnographic and other qualitative designs), then do your best to address comparable issues.

1) State and establish the bases for your research questions/hypotheses.
2) Identify the general research design selected for the study (e.g. experimental, qualitative, design-based research, etc.) and describe your rationale for the selection of this design.
3) Identify the important variables potentially affecting the phenomena you are proposing to investigate, classify these variables (independent, dependent, extraneous, etc.), and delineate the method(s) by which critical extraneous variables will be controlled.
4) Describe the sampling strategy you will use and why this strategy is appropriate. What are the sampling units? What sample size have you selected? How did you arrive at this sample size?
5) Identify the instrumentation you will use for data collection. What specific instruments or types of instruments will you design or acquire? What specific factors led you to these choices? To what degree will the instruments be technology-based? (This is a course requirement.) What types of evidence of the reliability and validity of the scores yielded by these instruments will you seek?
6) Describe the general procedures for data collection. What special considerations related to data collection will you take into account in order to insure the integrity of your research?
7) Describe the procedures for data analysis that you will use. What specific statistical or other analyses will you follow? What are the assumptions in the use of these techniques?
8) Describe how you will interpret the data. Specifically identify the elements from your data analysis that will be used to answer your research questions or hypotheses.
9) Describe the limitations to your design (i.e., threats to validity/legitimacy) and how you propose to minimize them.
10) Describe the potential ethical issues that might arise in your research and how you propose to minimize them.

Research Proposal 2
Research Proposal 2 should be a refinement of your Research Proposal 1. The refinements are based on your ongoing review of literature, feedback received in class, and any other data that you gather to improve your understanding of the inquiry that you wish to pursue. This revision is ideally longer, more complete, more detailed, and more clearly written than the previous revision. Among the additional details you must include a review of relevant literature and conceptual or theoretical framework to frame the importance of your research. Research Proposal 2 must be conveyed by a completed IRB Application for Initial Review. (You should actually submit the application to IRB after it has been reviewed by your peers and the instructor.)

Research Proposal 3
Research Proposal 3 should be a refinement of your Research Proposal 2. The refinements are based on your ongoing review of literature, feedback received in class, and any other data that you gather to improve your understanding of the inquiry that you wish to pursue. This revision is ideally longer, more complete, more detailed, and more clearly written than the previous

revision. Research Proposal 3 must also be attended by a functioning prototype of at least one instrument specified in your proposal and a refinement of the method(s) that you propose to employ to provide evidence of the validity of the treatments(s) or measure(s) produced using the instrument. Then, in addition to compiling whatever general feedback that they deem appropriate to provide you during the subsequent class session, your assigned reviewers should also generate the data that you need to implement your validation procedure, serving as expert reviewers or pilot test subjects, or whatever role makes sense in context of your plan.

Research Proposal 4
Research Proposal 4 should be a refinement of your Research Proposal 3. The refinements are based on your ongoing review of literature, feedback received in class, and any other data that you gather to improve your understanding of the inquiry that you wish to pursue. This revision is ideally longer, more complete, more detailed, and more clearly written than the previous revision. Research Proposal 4 must also incorporate the results of the validation procedure conducted on your technology-based instrument and must be attended by a refined version of the instrument (refinements based on the results of the validation and other feedback that you receive.) Finally, you will have to present the final draft of your Research Proposal 4 in a formal presentation.

COURSE POLICIES
Attendance
Students are expected to attend all of their scheduled classes and to satisfy all course objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, who reserves the right to deal with individual cases of nonattendance. It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence. Furthermore, it is the student's responsibility to catch up on all missed assignments and information covered in class.

Late Work
In order to receive full credit for work, students must turn in required deliverables in the on the specified due date. No late work will be accepted in this course – no exceptions.

Special Needs
If you have a disability, as defined by the Americans with Disabilities Act (ADA), which requires a classroom accommodation or auxiliary aid(s), please inform the instructor of your needs during the first week of class so that the appropriate action is taken.

Academic Integrity and Academic Honor Code
Examinations, assignments, and projects are designed by the instructor to provide a complete learning experience for each student. Each student is therefore expected to complete his/her own work. The instructor recognizes that students learn from each other and particularly recognize the value of students comparing notes with each other. However, the amount of such collaboration permitted varies widely from course to course, and is influenced not only by instructor prerogative, but by the level and nature of the material under discussion. In no case

should one submit work not one's own and in no case should one represent another's work as one's own. Plagiarism is just one of several areas of academic misconduct. It is not just the plagiarizer who is at risk. It is equally unacceptable for one to knowingly supply another student with access to one's current work or work from a previous term. This is called complicity in academic dishonesty, which is another area of academic misconduct. Any attempt to misrepresent one's performance on any exercise submitted for evaluation is academic misconduct.