George Mason University
College of Education and Human Development
Instructional Design and Technology (IDT)

EDIT 590 B01 – Educational Research in Technology
3 Credits, Summer 2019
Online Course

Faculty

Name:	Dr. Ryan Rucker
Office Hours:	By Appointment
Office Location:	Thomson Hall, L040
Cell Phone:	803-730-6714 (please no text/calls after 9 pm EST)
Email Address:	rrucker2@gmu.edu (I will respond to all emails within 48 hours)

Prerequisites/Corequisites

None

University Catalog Course Description

Focuses on developing skills, insights, and understanding basics to performing research with emphasis on interpretation, application, critique, and use of findings in educational settings. Students develop expertise in action research methodology, design, and implementation.

Course Overview

This course introduces fundamental concepts and practices in educational research in technology. Specific applications of educational research methods to problems in instructional design, instructional and/or assistive technologies will be covered. Readings, discussions, and project assignments systematically follow the research design process to ultimately produce a research proposal as well as develop skills to evaluate educational research articles will be explored.

Course Delivery Method

This course will be delivered online using the asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Wednesday, May 29, 2019.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Adobe Connect web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
  - https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Sunday, and **finish** on Saturday.
  - Dr. Rucker will produce some short lectures that will need to be reviewed weekly. In addition, **3** synchronous class sessions will be offered (see course schedule for meeting days/times) via Blackboard Collaborate Ultra. The intent of these sessions is for students to receive any assistance or resolve any course-related issues. Attendance to these sessions are highly encouraged and attendance will be recorded.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 3 times per week.
- Participation:

Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. **Late work will not be accepted based on individual technical issues.**

- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

- Identify various methods of research suitable for different purposes in the field of instructional design and technology
- Compare/contrast quantitative, qualitative, and mixed methods research approaches
- Discuss basic theories and methods of action research in the field of instructional design and technology
- Describe the most common tools for research data analyses in the field of instructional design and technology
- List the most common components or sections of a research study required for publication
- Analyze and critique a published research study in the field of instructional design and technology

- Design a small research study incorporating the most common components or sections required for publication

Professional Standards (2012 International Board of Standards for Training, Performance and Instruction (IBSTPI):

Upon completion of this course, students will have met the following professional standards:
1. Professional Foundations
    1. Communicate effectively in visual, oral, and written form
    2. Apply research and theory to the discipline of instructional design
    4. Apply data collection and analysis skills in instructional design projects
    5. Identify and respond to ethical, legal, and political implications of design in the workplace

Required Texts

Creswell, J. (2017). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed.). Thousand Oaks, CA: SAGE Publications.

Publication Manual of the American Psychological Association, Sixth Edition

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor.

- **Assignments**
    1) FlipGrid Introduction (4% of final grade)

    2) Self-Check Quizzes (10% of final grade)

    3) Research Proposal (45% of final grade)

    4) Articles Selection & Critique (20% of final grade)

    5) Research Blogs (21% of final grade /3.5% per blog)

- **Grading**

Grading Scale:

A+	97-100 points
A	94-96 points
A-	92-93 points
B+	90-92 points
B	85-89 points
B-	80-84 points
C	70-79 points
F	0-69 points

**Note: A+ are given to those students who exceed (go over and beyond) the assignment requirements. **

Late Work Policy
I will accept assignments up to **<u>one</u>** week late, except for the Research Proposal, for a 20% deduction off of the final grade. The Research Proposal cannot be submitted late—do not ask for an extension. All due dates for each assignment are provided to you in the schedule within this course syllabus. Please bookmark these dates on your personal calendar

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See
https://cehd.gmu.edu/students/policies-procedures/graduate

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .