

INST 7300: Research in Instructional Technology and Learning Sciences

Fall 2013

Thursdays, 1:30-4PM

EDUC 282

Instructor

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Course Description

This course is intended to engage doctoral and other advanced students in Instructional Technology and Learning Sciences in rigorous examination of methodological approaches, theoretical constructs, and topic areas that are of great historical import or are currently being seriously explored in the areas of Instructional Technology and Learning Sciences. It is also a space to work more on additional discipline-specific research skills.

Course Objectives

- Students will be able to explain the epistemological underpinnings and approaches associated with design-based research
- Students can describe current research related to online and technology supported teaching and learning and offer recommendations for promising directions for future research.
- Students will be able to identify two or more current topics of contemporary relevance to Instructional Technology or Learning Sciences and justify why those are of community interest.
- Students will demonstrate relative improvement in their individual ability to conceptualize, describe, or present scholarly research


Course Format ☐

The course will meet weekly. Face-to-face attendance is mandatory. Conference calls or virtual attendance is reserved *ONLY* for emergency situations that cannot be avoided and are professionally *critical* or related to a personal emergency as would normally be recognized by the university (serious illness, death of a family member).

Required textbooks and materials

All readings will be provided through the library or course website.

Course Requirements

1. **Reading Response.**  For most weeks, you and an automatically assigned partner are required to meet and discuss the week's readings, then prepare a joint one-page (~500 word, single-spaced) response. The response should include the following:
 - A statement of what you and your partner saw to be the main point(s) of the reading(s)
 - You and your partner's response to one or more of the main points from the reading. For example, these can be comments about how the point of a reading is confusing, intriguing, or surprising
 - Commentary on one or more reading discussion questions.
 - If possible, discuss the connections or implications to one or both of your current or future lines of research.

This reading response must be submitted prior to the associated week's class meeting. These responses should be reflective and thoughtful. They do not need to be prepared in APA style.

2. **Journal Article Presentation.** Each student will create and deliver a presentation and commentary on a high-quality published journal article tied to one of the topics covered outlined in the class. This must be an article you have not previously analyzed for another class or for an existing research project. You are highly encouraged to find an article that was cited in or cites one of the assigned readings. The article must be pre-approved by the instructor. Presentation and commentary guidelines will be provided later in the course.
3. **Researcher-in-Training (RiT) Assignments.** There are a number of 'soft' skills that PhD students and others involved in scholarly work are expected to develop, but few formal mechanisms to support their development. Many of these skills are learned through apprenticeship, but this course will also be a time to formally practice some of those skills. Throughout the term, you will be given in-class guidance and then required to submit or present your own independent efforts related to each of the following:
 - RiT1: Conceptualizing a design-based research study
 - RiT2: Posing a compelling research question
 - RiT3: Identifying new research settings and access strategies
 - RiT4: Designing a research poster
 - RiT5: Delivering "elevator speeches"

All assignments will be turned in through the Canvas submission system.

Late submissions

Late assignments *will not* be accepted except only in the case of a personal or family emergency.

Grading scale

There is no curve for the class. Grades will be assigned based on the scale below, with your final grade rounded to the nearest tenth of a percentage point.

Reading Responses	40%
Article Presentation	25%
RiT Assignments	25%
Participation	10%

Grading scale	
A	93 – 100%
A-	90 – 92.9%
B+	87 – 89.9%
B	83 – 86.9%
B-	80 – 82.9%
C+	77 – 79.9%
C	73 – 76.9%
C-	70 – 72.9%
D+	67 – 69.9%
D	63 – 66.9%
D-	60 – 62.9%

Plagiarism

As stated in the USU Student Code, plagiarism is “the act of representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.”

Plagiarism is harmful both for the author of the original work and for the plagiarizer. Any individuals involved in plagiarizing work will receive an automatic fail for the assignment or project and will be immediately reported to the university administration. You also are not permitted to submit work previously completed for another course or other project for this course.

Persons with Disabilities

Students with documented disabilities who are in need of academic accommodations should immediately notify the instructor and/or contact the Disability Resource Center at (435) 797-2444 and fill out an application for services. Accommodations are individualized and in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1992.

Incompletes

In accordance with University policy, incompletes are not to be given for poor performance. There will be no incompletes given except for conditions beyond the student's control, including:

- Incapacitating illnesses that prevent a student from attending classes for a period of at least two weeks
- A death in the immediate family
- Financial responsibilities requiring a student to alter course schedule to secure employment
- Change in work schedule as required by an employer

Other, *unexpected* emergencies may be considered on a case-by-case basis. Regardless of the cause for the incomplete, appropriate documentation of the circumstance is required for an extension to be considered.

Date	Topic	Readings	Deadlines
8/29	Introductions and Expectations	Hoadley (2004)	
9/5	Design-Based Research	Brown (1992) Collins (1992) Brown & Campione (1996)	Reading Response
9/12	Design-Based Research	Edelson (2002) Collins, Joseph, & Bielaczyc (2004) Edelson & Joseph (2004)	Reading Response
9/19	Design-Based Research	Cobb, Confrey, diSessa, Lehrer, & Schauble (2003) Design-Based Research Collective (2003) Penuel, Fishman, Cheng & Sabelli (2011)	Reading Response RiT1: Design-Based Research
9/26	"Online" Learning	Borgman et al. (2008)	Reading Response
10/3	"Online" Learning	Bienkowski, Feng, & Means (2012)	Reading Response RiT2: Research Question
10/10	TBD: Meta-analysis and Meta-synthesis (tentative)	TBD Possible guest instructor	Reading Response
10/17	Attend Friday Classes		
10/24	Learning Across Contexts	Computing Research Association (2005) [executive summary - Ch 3] Bell, Lowenstein, Shouse, & Feder (2009) [executive summary - Ch 1] Henrich, Heine, & Norenzayan (2010)	Reading Response
10/31	Learning Across Contexts	Ito, et al. (2013)	Reading Response RiT3: Research Setting and Access
11/7	Computational Thinking	Wing (2006) Wing (2008) Grover & Pea (2013)	Reading Response
11/14	New Media	Takeuchi & Stevens (2011) Peppler (2013) [executive summary - Ch 3]	Reading Response RiT4: Poster Design
11/21 - Thanksgiving week	Thanksgiving		Submit Article Presentation Proposal
11/28	Teachers and Technology	Computing Research Association (2005) [Ch 4] Maull, Saldivar, & Sumner (2010) Ertmer & Ottenbreit-Leftwich (2010)	Reading Response
12/5	The Maker Movement	Eisenberg (2013) Peppler (2013) (Ch4-5) Honey & Kanter (2013) (Ch 1-2)	Reading Response RiT5: Elevator Speech
12/12	Finals Week		Article Presentation

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