School of Education & Human Services

Research Program Mission Statement

The mission of the Research Program is to cultivate educator-scholars by providing graduate-level instruction and mentorship in writing, evaluating scholarly literature, collecting and analyzing data, and developing evidence-based recommendations. The Research Program promotes social justice, academic integrity, critical thinking, and effective communication.

<table>
<thead>
<tr>
<th>Course</th>
<th>Professor</th>
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<tbody>
<tr>
<td>Semester</td>
<td>Spring 2018</td>
</tr>
<tr>
<td>Number</td>
<td>EDUC/COUN 6327 7-wk Hybrid</td>
</tr>
<tr>
<td>Title</td>
<td>Educational Research Design and Data Analysis</td>
</tr>
<tr>
<td>Section</td>
<td>SEL4</td>
</tr>
<tr>
<td>Location</td>
<td>Hybrid</td>
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<tr>
<td>Time</td>
<td>7 wk</td>
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</table>

Prerequisites | None

Textbook Required


Course Description

Designed to introduce quantitative and qualitative research designs, methods, and data analysis techniques in education. Topics include ethical issues in research, construction and evaluation of measurement tools, critical analysis of research methods, use and interpretation of numerical data, and analysis and synthesis of qualitative data.

Course Overview, Course Objectives, and Student Learning Outcomes (SLOs)

The overarching goal of the course is to develop your proficiency as a scholar practitioner using the Action Research process and foundational research skills including scholarly writing. To this end, there are four broad course objectives (taken from the IDEA university-wide yearly course.
evaluation) that are broken down to specific student learning outcomes (SLOs). Each SLO is placed into one of three focus areas (components)—Collaboration, Scholarly Content, and Quality of Communication—to help you understand areas where you excel and/or areas you need to develop your skills. Course activities and assessments are linked to the SLOs. With careful attention to the formative feedback you receive from your peers and professor and with diligent review and application of the course resources, you can expect to develop and improve your skills as a scholar-practitioner by the end of this course.

Using the formative assessment process throughout the course, you will review yourself, receive peer reviews from your fellow students, provide peer reviews to your fellow students, and be reviewed by the professor on meeting the course objectives and student outcomes through the associated components. In addition, you will have the opportunity to provide feedback on how well you think the course and professor helped you to meet the objectives.

<table>
<thead>
<tr>
<th>Orientation Objective: Become familiar with the course policies, schedule, format, and learning community.</th>
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<tbody>
<tr>
<td>• SLO 0.1: Demonstrate understanding of course policies, schedule, course format, and course tools</td>
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<tr>
<th>Objective 1 (IDEA): Acquiring skills in working with others as a member of a team</th>
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<tr>
<td>• SLO 1.1: Demonstrate an effective collaborative team/partner process (Component: Effort)</td>
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<tr>
<th>Objective 2 (IDEA): Developing skill in expressing myself orally or in writing.</th>
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<tr>
<td>• SLO 2.1: Demonstrate ability to facilitate a written online discussion using PowerPoint (Component: Quality of Communication)</td>
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<tr>
<td>• SLO 2.2: Demonstrate scholarly writing that is clear and well-articulated using appropriate grammar, punctuation, APA style, and scholarly writing (Component: Quality of Communication)</td>
</tr>
<tr>
<td>• SLO 2.3: Demonstrate written self-reflective practice (Component: Scholarly Content)</td>
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<tr>
<th>Objective 3 (IDEA): Learning how to find, evaluate, and use resources to explore a topic in depth.</th>
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<tbody>
<tr>
<td>• SLO 3.1: Find, evaluate, and synthesize relevant, peer-reviewed literature. (Component: Scholarly Content)</td>
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<tr>
<th>Objective 4 (IDEA): Learning appropriate methods for collecting, analyzing, and interpreting information.</th>
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<tbody>
<tr>
<td>• SLO 4.1: Demonstrate an understanding of how to conduct ethical action research (Component: Scholarly Content)</td>
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</table>

**Formative Assessment Feedback**

For each assessment, the professor and student peers will provide extensive formative feedback that identifies strengths as well as areas for growth for each of the appropriate competency elements associated with each assessment. The goal is continuous improvement on each competency throughout the semester.

Based on your feedback on each assessment, you will have a clear understanding of the specific targets to work on in the next assessment as well as resources to help you achieve a higher level of performance for each relevant competency element. To this end, the specific targets that you
are working on usually change from assessment to assessment, as you develop your skill in that element. The goal is for you to improve on all the elements so that your final capstone assessment represents the skills you have developed as you move toward becoming a competent scholar practitioner of action research. The final capstone assessment is summative in nature.

Self-review is an essential part of this course. For each assessment, your drafts will be accompanied by a brief self-reflection on your work. This self-reflection promotes metacognitive skills and a reflective stance that will benefit you as a writer and researcher. In addition, you will receive and provide peer review on several of the written assessments. The peer review process is similar to the process you participated in for EDUC/COUN 6326. Therefore, the process should seem familiar to you. Remember that peer review is an excellent way to obtain a fresh perspective on your writing and is consistently cited by students as one of the most valuable aspects of the course. The purpose of peer review is not to edit each other’s work but to give meaningful feedback about structure and content of early drafts so that the final assessment will be more polished.

The main emphasis in this course is on formative assessment. However, a summative assessment rating and an effort rating will be used to determine the final grade at the end of the course. For details, see the “Summative Assessment & Course Grade Policy” below.

See BB for the Formative Assessment and Summative Assessment Forms.

<table>
<thead>
<tr>
<th>Summative Assessment &amp; Course Grade Policy</th>
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<tr>
<td>While the main emphasis for this course is on formative assessment, a Final MMAR Plan summative assessment (that is part of the final course grade) will be given at the end of the course.</td>
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</table>

**The final course grade will be determined by your progress on the final MMAR Plan, measured by comparing the MMAR Sections’ Formative Assessments to the Final MMAR Plan Summative Assessment, and your effort throughout the course.**

**Summative Progress:** Summative progress is defined by areas identified on the Summative Assessment Feedback Form. The Final MMAR Plan Summative Assessment Feedback Form is the same form that is used for the MMAR Sections Formative Assessment Feedback. By the time you have reached the summative assessment stage of the course, you will have received detailed formative assessment feedback on multiple assessments. Of particular importance, you will have received formative feedback assessment on each section of the MMAR Plan that makes up the Final MMAR Plan. The MMAR Sections’ Formative Feedback Assessment Form includes the same items used for the Summative Assessment feedback of the Final MMAR Plan. Your final summative progress rating will be based on the progress you demonstrate from your MMAR draft sections to your Final MMAR Plan. **See details below.**

Progress on your Final MMAR Plan with Facilitated Discussion will be rated as “Proficient,” “Improved but Developing,” or “Not Improved.” Indicators of each rating are detailed below.
• To achieve a “Proficient” rating, all of the items outlined in the MMAR sections’ Formative Assessments must be completely addressed in the final MMAR Plan. The MMAR Sections Formative Assessments and MMAR Plan Summative Assessment will be compared to determine that all items have been addressed. See BB for MMAR Plan Formative/Summative Assessments.

• To achieve an “Improved but Developing” rating, many, but not all, of the items outlined in the MMAR sections’ Formative Assessments are satisfactorily addressed in the Final MMAR Plan. The MMAR Sections Formative Assessments will be compared with the Summative Assessment to identify the items that have improved.

• A “Not Improved” rating is earned if any of the following characteristics are present:
  o Professor feedback on previous MMAR sections Formative Assessments have not been incorporated into the Final MMAR Plan.
  o Source materials are not scholarly, peer reviewed journal articles. This includes Internet sources that are not scholarly, peer reviewed journals. Be aware that while many professional organizations include useful material on their websites, these sources are not the same as peer reviewed journal articles. This type of information may be used as background information, but do not count as scholarly, peer reviewed work.

Effort: Effort relates to the entire course and is defined as completing all work (including surveys, quizzes, written assignments, and any other activities listed in the syllabus), submitting work on time, making meaningful contributions to the learning community (through group review and peer review), attending to and integrating professor feedback into future assignments, and demonstrating conscientiousness in one’s work (e.g., by following instructions, proofreading, etc.). Effort is evaluated as “full effort” or “lack effort” rating.

• To earn a “full effort” rating, you must complete all work, submit work on time (no more than one late submission) and participate in all learning community activities/team meetings.

• Any missing assignments or activities or more than one late assignment will result in “lack effort” rating with zero credit. Earning a “lack effort” rating will result in a course grade of F, regardless of the rating on your final capstone MMAR Plan summative assessment.

• If you earn a failing grade, you may retake the course. The grade you receive when you retake the course will replace the failing grade on your transcript and GPA calculation. Remember that this course is a core course. Any grade below a B requires that the course must be retaken. See the Graduate Catalog for details.

FINAL COURSE GRADE DETERMINATION

Final MMAR Plan Rating + Effort = Course Grade

Proficient + Full effort = A
Improved but Developing + Full effort = B
Not Improved + Full effort = F
Proficient + Lack effort = F
EDUC 6327 Syllabus Online 14-week Online

Improved but Developing + Lack effort = F
Not Improved + Lack effort = F

As you can see, it is essential that you put effort into the course. Even if you begin the course as a Proficient writer, you can further develop your skills, so it is important to complete all tasks and put forth effort into the course. Conversely, it is extremely rare that a student will earn full credit for effort but make no progress. If this appears to be the direction a student is heading, the professor will discuss resources and options with the student prior to the final graded assessment.

Assessments (See BB for detailed descriptions). Note: Assessments are visually designated by using a blue title and icon.

A variety of assessments are used to evaluate your progress in the course. Assessments are linked to course objectives and student learning outcomes, and earlier assessments support subsequent assessments. Furthermore, the assessments are designed to reflect the kinds of writing that you will be likely to do in future coursework and in your professional career. Clear criteria for evaluating your performance are provided with each assessment and included as part of the Formative Feedback Form for each assessment.

Due dates are posted on the Blackboard Course Calendar.

- **Survey and Quiz Assessments**
  - Orientation Quiz – 1/24
  - 6327 Pre-survey – 1/24
  - Action Research Quiz - 1/24
  - Rokeach Values Survey – 1/28
  - Learning Community Survey 1 - 1/28
  - 6327 Post Survey - 3/1
  - Learning Community Survey 2 - 3/1

- **Team Assessments**: Team activities and assessments will occur during the first half of the course.
  - DB: Meet and Greet - completed by 1/24
  - DB: Ethics in Research Team Information and Rules - 1/28
  - DB: Ethics in Research Facilitated Discussion (Ppt) – 1/28
  - DB: AR Project Team Survey Feedback - 2/4
  - DB: AR Team Project – Team Member Names & Project Info – 1/28
  - DB: AR Team Project Report and accompanying documents – 2/1
  - Team Member Assessment (for professor only)

- **Individual Research Assessments**
  - DB: Individual MMAR Project Preparation
  - DB: Individual MMAR – Find a Research Buddy
  - DB: MMAR Study – Revise draft - Issue, Purpose, Questions, Hypotheses
  - DB: Applying AR Steps – A Review – Post and Reply
  - DB: Individual MMAR Study – Step 1 – Pre-step, Context, and Purpose - Purpose and Literature Review ppt draft – peer and professor review
  - DB: Individual MMAR Study – Step 2 Planning – Methods ppt draft - peer review
  - DB: Individual MMAR Study – Step 2 Planning – Methods ppt final draft – Professor review

5
Social Justice Tenets Guiding this Course

The content and goals of this course are consistent with three tenets of Catholic social justice teaching that inform the School of Education and Human Services programs.

- **Subsidiarity:** Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- **Dignity and rights of children:** Children possess full human dignity and are bearers of rights which should be recognized and upheld in educational processes.
- **People have a right to an education:** All people have a responsibility, for the good of society, to contribute to and foster education.

The Research Program encourages high-quality educational research that can help to improve the education—and thus the lives—of all people, particularly those who are disadvantaged, traditionally underserved, and at-risk. The Catholic social justice tenet **putting the needs of the poor and vulnerable first** underscores the importance of educational research that promotes the elimination of poverty and discrimination.

Course Framework and Professional Standards

This course is guided by two frameworks: The Framework for Success in Postsecondary Writing (WPA, NCTE, & NWP, 2011) and Coghlan and Brannick’s (2014) Action Research Cycle found in *Doing Action Research in Your Own Organization (4th ed.)*. You will cultivate “habits of mind” (WPA et al., 2011, p. 1) through a variety of reading, writing, and critical analysis experiences that are associated with writing success. You will also begin to expand your knowledge of and apply Action Research to a team and an individual research project. You will begin by considering the context and purpose of writing (pre-steps), selecting and refining a topic (constructing), using pre-writing strategies such as concept maps and outlines (planning), drafting (taking action), and reflecting on feedback prior to revising and editing (evaluating action).

The course objectives and outcomes of both research courses (EDUC/COUN 6326 and 6327) are consistent with the American Educational Research Association’s “Standards for Reporting on Empirical Social Science Research in AERA Publications” (AERA, 2006), the Code of Ethics of the American Educational Research Association (AERA, 2011), and the Code of Ethics of the American Counseling Association (2014).

Instructions for Submitting Work

<table>
<thead>
<tr>
<th>Using Blackboard</th>
<th>Assignments must be submitted to the professor in Blackboard before midnight on the due date. It is your responsibility to ensure</th>
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</table>
that the professor receives your documents on time. Please be sure to submit your work as an attachment in BB unless otherwise indicated in the assessment instructions. Use only MS filetype stated in the instructions—generally either MS Word or MS Powerpoint. Do not cut and paste your document in the BB text box.

| Ppt Slides and APA Style | Most of the work in this course is created in ppt. Follow the instructions carefully. **Only MS Ppt files are accepted.** Do not use Google, Mac, or any other type of files. Other software does not have the feedback capabilities to provide you with inline formative feedback. Failure to comply with the required MS software listed in the instruction for the assessment will result in a “failure to complete the assessment.”

Ppt slides are chosen specifically to encourage you to be concise as you writing your reports. Appropriate grammar and mechanics, punctuation, clarity and organization rules must be followed. Quality of Communication is part of the major component of each assessment.

Follow the rules for creating readable, clear ppt slides. The formatting rules for ppt differ from the rules for an APA paper. However, all APA rules for tables, quotations, citations and references must be followed.

| Naming files | Please name the file using your last name, your first name, and the name of the assessment. For example: **Lastname Firstname Methods.** Using this naming convention will expedite grading! |

| Late submissions | You will greatly benefit from being punctual. This is a fast-paced course, and it is essential that you keep up with the deadlines. Late and missing submissions will negatively affect your grade. **Only one late assignment is permitted.** If you anticipate that an assignment will be late, communicate |
immediately with your professor. A missing assignment will result in an “F” for the course. If you are experiencing difficulty in keeping up with your work, contact your professor immediately.

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<tr>
<th>Student Accommodations</th>
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<tr>
<td>In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary to ensure access to full participation by students with disabilities, the student must inform the professor of any disability or needed accommodations.</td>
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</table>

The University Office for ADA Compliance may ask to seek proof of disability and specify accommodations as requested by students. Students with special needs should inform the professor within the first two weeks of class. Students must also contact the Office of Counseling and Disability Services (2nd floor of Crooker Center) by calling 713-525-3162 or 713-525-6953; the Office is open 8-5 Monday through Friday.

The accommodations will become official when the professor receives official, written notification from the officer in charge of ADA compliance. Students should contact the professor immediately if new needs arise. All information will be confidential.

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<tr>
<th>Expectations for Students and Faculty</th>
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<tr>
<td><strong>Academic integrity</strong></td>
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<tr>
<td>Master’s-level students in the School of Education demonstrate integrity in all of their activities, both personal and professional. Any unprofessional behavior or failure to adhere to the honor system is a serious violation of integrity and may result in failure of the course.</td>
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</table>

**Plagiarism** involves taking credit for another person’s work. You must cite sources in APA style any time source material (e.g., books, journal articles, internet material, etc.) has been used, paraphrased, or quoted. Quoted material must be placed in quotation marks and referenced appropriately. Please note that copying information directly from a source without giving credit, using friends’ work, buying papers online, re-using one’s own work from previous classes, etc., all constitute
plagiarism.

Any instance of plagiarism will result in failure of the course and may result in dismissal from UST. Ignorance is no excuse; if you remain uncertain about the guidelines for using and citing source material after these issues are addressed, you should seek input from the professor.

### Technology Requirements and Guidelines

This course relies heavily on Blackboard, which is best viewed in the Firefox or Chrome browser. (A free download can be obtained at [www.firefox.com](http://www.firefox.com) or [www.google.com/chrome](http://www.google.com/chrome.).) Please familiarize yourself with Blackboard through the tutorial (in the Start Here menu).

To use Collaborate, you will need a camera, audio, and a microphone for your computer.

Frequent visits to Blackboard are encouraged. You should **check BB daily** to view and post assignments, review feedback, etc. If you have not logged in at some point during the first week of class, you can be dropped from the class. During the semester, if you quit responding to emails and miss assignments, you will be dropped from the class.

Additional information about technology requirements, skills, and Netiquette can be found on the Start Here page in Blackboard.

### Use of UST email accounts

You are required to use your UST email account. The professor may send messages through Blackboard, which uses your UST email. If you have linked your UST email account to another email account, be sure to periodically clean out your UST mailbox so that it doesn’t become overloaded (which can prevent you from receiving new emails).

**Check your email daily.**

### Professor availability

The professor will be available for consultation during office hours and during scheduled appointments. It is strongly recommended you
not wait until too late in the course before seeking guidance. Please come prepared with questions so that the consultation time can be spent effectively.

| Professor feedback | This is a reading- and writing-intensive course. The expectation is that, through guided reading and analysis of scholarly literature and repeated revision of your writing, you will increase your proficiency in academic writing skills and will improve your ability to analyze and critique scholarly research. Each assignment builds on the next, as you develop a research topic through various modes of scholarly communication.  

To this end, you will receive extensive formative feedback from your professor in a timely manner. You, in turn, are expected to incorporate this feedback into future assignments. You are encouraged to talk with your professor about any questions you have about the feedback. |

| Language diversity | The University of St. Thomas values the ability to speak more than one language. The Master’s programs at UST are especially sensitive to issues of language diversity. The professor is available to meet with you if you need help with written English. In addition, computer support is available if you need additional review of English fundamentals. |

| Tutorial Services Center | Many students find it helpful to seek consultation from the Tutorial Services Center (TSC) to address writing issues in greater depth. In some instances, the professor will recommend or require that students visit the TSC or obtain online consultation on their work. The TSC website can be found on the Student Support Services page in Blackboard. |

**Providing Feedback on the Course**

The research program and your professor greatly value feedback. In addition to providing informal feedback throughout the course by emailing or talking with the professor, there are two formal opportunities to provide anonymous feedback. First, the midpoint course feedback survey (in Blackboard) is a way for you to let the professor know what is and is not working about the course. Your suggestions for improvement will be reviewed and considered for
implementation while you are still enrolled. Although your individual responses are anonymous, Blackboard does track who has and who has not responded; however, in no way will your decision to respond or not respond affect your final grade.

In contrast, the end-of-course evaluation (IDEA) is completely anonymous; your professor will never know who has (or has not) responded to this survey. Survey results are not even available to the professor until after grades have been posted. We strongly encourage you to complete the end-of-course evaluation. This is one of the main ways we have to assess the quality of the course (and the professor) and make improvements. The University of St. Thomas uses IDEA Center’s evaluation. As part of this evaluation, you will be asked to rate how effective the course and the professor were for helping you achieve the four course objectives listed earlier in the syllabus. Please be thoughtful in your evaluation and provide suggestions for improvement. We strive for a 100% response rate, with reliable and valid responses!
Course Introduction:

- **For each LM**, read/review the supporting “Resources and Activities” listed.
- **For assessment due dates**, check the course calendar. The course calendar is the most update source for assignments and due dates.

**This course is divided into two parts.** The first half of the semester is focused on a team Action Research (AR) project that will provide you with guided instruction and practice that will support your successful completion of your individual research plan in the second half of the semester. The second half of the semester, you will work on your individual MMAR Plan with support from your research buddy and, as always, your professor.

**This course is very intense and fast paced.** Do not get behind. I hope you find what you learn in this course worthwhile in helping you grow and hone your skills as a professional educator and as a scholar practitioner. Throughout this course, I urge you to look for ways to apply what you are learning to your professional life as an educator. AR is the focus of this course and was intentionally chosen because it uses your experience as an educator practitioner and others’ experiences as reported in the education literature and conferences on ways to improve educational practice. It has been used successfully throughout education and other disciplines for many years to lead change in the classroom, schools, educational systems, and even in the business and non-profit sectors. The skills you learn in this course are designed to enhance your effectiveness as scholar practitioner in whatever role you choose.

<table>
<thead>
<tr>
<th>Learning Module</th>
<th>Week</th>
<th>Instructional Focus</th>
<th>Student Learning Outcomes</th>
<th>Assessments (See course calendar for due dates.) AR Team meetings listed are not assessments and are included for your information only.</th>
</tr>
</thead>
</table>
| Orientation: Orientation and Introductions | Pre-course OL | Course Orientation and Classmate Introductions | 0.1, 1.1, 2.3 | ✓ Orientation Quiz  
✓ Complete 6327 Pre-Survey.  
✓ DB: Meet & Greet. |
| 1                                    | 1 - Class | What is Action Research?                     | 1.1, 4.1 | ✓ AR Quiz  
✓ DB: AR Team Project – Team member names & Project Info  
✓ Learning Community Survey 1 |
<table>
<thead>
<tr>
<th>Week</th>
<th>1 – OL</th>
<th>Task</th>
<th>1.1, 3.1</th>
<th>Team meeting: Organization</th>
</tr>
</thead>
</table>
| 2    | 1 – OL | What do others know about your topic? AR Step 1: Constructing | 1.1, 3.1 | Team meeting: Lit review  
Participate in Collaborate session (Online only) |
| 3    | 2 - Class | Who am I as an ethical researcher? | 1.1, 2.1, 2.2, 4.1 | DB: Ethics Facilitated Discussion (Team post and individual reply).  
Rokeach Values Survey assignment. |
| 4    | 2 – OL | What is the plan for action? Applying AR - Step 1 – Constructing & Step 2 – Planning Action | 1.1, 3.1, 4.1 | DB: AR Project Team Survey Feedback  
Team meeting: Survey items |
| 5    | 3 - Class | What actions will we take? Applying AR Step 3 – Taking Action | 1.1, 4.1 | Team meeting: Data input and coding  
Individual: DB: Individual MMAR Project Preparation |
| 6    | 3 – OL | What do our results tell us? Applying AR Step 4: Evaluating Action (review and synthesis) | 1.1, 2.1, 2.2, 2.3, 3.1, 4.1 | Team meeting: Finalize analysis and draft report  
No assessment |
| 7    | 4 - Class | What will we share and what did we learn from this | 1.1, 2.1, 2.2, 2.3, 3.1, 4.1 | DB: Team AR Project Report and accompanying files  
Team Member Assessment (professor only) |
| 8 | 4 – OL | MMAR Plan: Quantitative, Qualitative, and Mixed Methods – What are my questions and approach? Pre-step & Step 1 - Constructing | 1.1, 2.2, 2.3, 4.1 | DB: Individual MMAR Project Prep  
Midpoint course feedback survey  
Collaborate session (online only) |
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<td>9</td>
<td>5 - Class</td>
<td>MMAR Purpose &amp; Lit Review – What have we learned from others? – AR Step 1 - Constructing</td>
<td>1.1, 2.2, 2.3, 3.1, 4.1</td>
<td>DB: MMAR Purpose and Lit Review section (Post &amp; Reply)</td>
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<td>10</td>
<td>5 – OL</td>
<td>How do I design the study? Choosing Quantitative &amp; Qualitative Research Designs – Step 1 -</td>
<td>4.1</td>
<td>None due – Begin writing Methods Section</td>
</tr>
<tr>
<td>Week</td>
<td>Day</td>
<td>Activity</td>
<td>Description</td>
<td>References</td>
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<tr>
<td>11</td>
<td>6 -</td>
<td>Class</td>
<td>Draft Methods Section – What elements are included in MMAR Methods? AR Step 2 – Planning Action – Mixed Methods</td>
<td>1.1, 2.2, 2.3, 4.1</td>
</tr>
<tr>
<td>12</td>
<td>6 –</td>
<td>OL</td>
<td>Final Methods Section – What elements are included in the MMAR Methods? AR Step 2 – Planning Action – Mixed Methods Continued</td>
<td>1.1, 2.2, 2.3, 4.1</td>
</tr>
<tr>
<td>13</td>
<td>7 –</td>
<td>Class</td>
<td>Draft MMAR Plan – How do I write an overall research plan for my study? AR step 2 – Planning Action</td>
<td>1.1, 2.2, 2.3, 3.1, 4.1</td>
</tr>
<tr>
<td>14</td>
<td>7 –</td>
<td>OL</td>
<td>Final MMAR Plan &amp; Self-reflection – AR Pre-step through Step 2</td>
<td>1.1, 2.1, 2.2, 2.3, 3.1, 4.1</td>
</tr>
<tr>
<td>– Planning Action, Sharing Your Learning, &amp; Self-reflection – Course Capstone</td>
<td>✓ Complete Learning Community Survey 2.</td>
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*The professor reserves the right to make changes to this syllabus during the semester. Please check Blackboard on a regular basis for updated information, announcements, and handouts.*