

**Auburn University**  
Syllabus (Alternative Final Assignment)

1. Title: EDMD 7300 - Research in Instructional Technology  
Credit: 3 Semester Hours  
Prerequisite: None  
Instructor: Dr. Judith Lechner  
4066 Haley Center  
Tel: 844-3053 Fax: 844-3072  
Email: lechnjv@auburn.edu  
Office hours: 1-2:30 TWH or by appointment

2. Date Syllabus Prepared: Jan 8, 2007

3. Text:  
Pan, M. Ling (2004). *Preparing Literature Reviews: Qualitative and Quantitative Approaches*. 2<sup>nd</sup> ed. Glendale, CA: Pyczak.  
Rudestam, Kjell Erik and Rae R. Newton. (2001). *Surviving Your Dissertation: A Comprehensive Guide to Content and Process*. 2<sup>nd</sup> ed. Thousand Oaks, CA: Sage.  
Readings as Assigned

Recommended Reference Sources:

*Handbook of Research for Educational Communications and Technology*. (1996). David H. Jonassen, ed. Mahwah, N.J.: Lawrence Erlbaum in LRC and RBDL  
*Handbook of Research on Educational Communications and Technology*. (2004). 2<sup>nd</sup> ed. David H. Jonassen, ed. Mahwah, N.J.: Lawrence Erlbaum in LRC and RBDL  
*Educational Media and Technology Yearbook* RBDL has 2000 edition and are ordering the latest edition; LRC is ordering latest edition.

4. Course Description:

A forum for sharing research perspectives, exploring the processes involved in defining research problems and analyzing research theories, problems, and methods in instructional technology.

5. Course Objectives:

The student will:

- Improve understanding of the processes of research
- Explore the varied forms of disciplined inquiry used in the instructional technology field
- Trace how research interests evolve via disciplined inquiry
- Synthesize how existing research and theory influence researchers' perspectives.
- Plan means for evaluating the effectiveness of an instructional design for specific learning outcomes

- Explore, in-depth, the research and theory relevant to an area of personal interest

6. Course Content:

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>
Week 1 (Jan 11)	Introduction to Course	
Week 2 (Jan 18)	Library Research Resources (meet in 2 <sup>nd</sup> floor lobby of RBD Library)	
Week 3 (Jan 25)	Research in Educational Technology – Overview Guest presenter Dr. Wolf	
Week 4 (Feb 1)	Exploring the issues in the literature – Identifying researchable topics Critiquing literature reviews	
Week 5 (Feb 8)	Guest speaker, Ms. Prasanthi Pallau – Instructional Design Discussion of literature review critiques	Article Critique 1 - literature review chosen by instructor
Week 6 (Feb 15)	Guest speaker Dr. Paris Strom – applications of technology in early childhood Discussion of problem statements and research questions in a dissertation	
Week 7 (Feb 22)	Discussion of second lit review	Article Critique 2 - literature review chosen by students
Week 8 (March 1)	Discussions of quantitative methodology and introduction chapter to a dissertation	
Week 9 (March 8)	Qualitative methodology Ethics in research; Guest speakers from IRB – Ms. Susan Anderson and Ms. Nikki Johnson	Article Critique 3 – problem statement and research questions in a Quantitative methodology article
Week 10 (March 15)	Discussion of critiques of qualitative methodology article; Outlines for students literature reviews Results and conclusions in a dissertation/research article;	Article Critique 4 Qualitative methodology

	work with individual students	
Week 11 (March 22)	Guest speaker Dr. Diramio– Virtual learning communities; In-class discussion of literature reviews for students’ proposals; work with individual students	Oral critique of conclusions and implications in article 3 or 4;
Week 12 (April 5)	Guest speaker Ms. Colleen Gordon– developing an instrument; Mental Measurements Yearbook ; work with individual students	Outline of Lit review with bibliography and table showing different studies.
Week 13 (April 12)	Work on lit review; issues in articles etc. for lit reviews (brought in by students)	Rough draft of lit review
Week 14 (April 19)	Work on lit review	
Week 15 (April 26)	Lit reviews presentations	Final lit review with research questions

#### 7. Course Requirements/Evaluation:

- a) Attend all class sessions and participate in all class discussions and exercises
- b) Complete critiques of four (4) research articles. The criteria for critiquing articles will be modeled in class. The first article will be provided by the instructor. The remaining articles will be selected by the student. Students will be expected to present critiques to the class.
- c) Develop a comprehensive literature review in a research area of interest to the student, with the purpose of identifying a problem (statement of the problem) including specific research questions or hypotheses as a conclusion to the literature review. (Specific guidelines will be provided in class.)
- d) Develop an outline of the literature review (maximum of three pages).  
This outline will include:
  - Introduction
  - History
  - Definitions
  - Delimitations of review
  - Guiding theories
  - Major themes/topics in the content area
  - Conclusions
  - Problems statement
- e) Literature Review – (10 -15 pages; minimum 15 articles, book chapters, etc. most of it research literature) The literature review should provide a rounded

picture of a problem of interest for research. It should start with a general introduction to the field and the history of research and other relevant factors to area of interest (e.g. legislation, practice, etc.); provide relevant definitions; explain how you will delimit your review in terms of time-frame, type of study, quality of study, etc.; discuss the theoretical basis of the area of interest; critique existing research studies in this more narrowly defined area – use headings for the major topics that you are critiquing; write a conclusion which includes summary of major findings and gaps in research; and end with a problem statement: a paragraph, followed by research questions or hypotheses.

(Specific guidelines will be provided in class and posted to WebCT)

### **Assessment:**

The final grade for the course will be based on the following:

Article critiques 10 % each	40%
Critiques of conclusions and implications	10%
Outline of literature review	10%
Summary – Comparison sheet of research studies	10%
Literature review and presentation	30%

The following grading scale will be used:

90-100%=A
80-89.9%=B
70-79.9%=C
60-69.9%=D
Below 60%=F

## **8. Class Policy Statement**

Students are expected to attend all class meetings and participate in all classroom exercises. Should students need to be absent for any reason, please contact the class instructor before missing that class meeting.

Students are responsible for initiating arrangement for missed work due to excused absences (Tiger Cub p. 74).

**Accommodations:** Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley center, 844-2096 (V/TT).

**Honesty Code:** The University Academic Honesty code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

Definition of plagiarism: Any use of other people's words, even if rearranged, is considered plagiarism. Books and other media annotations are to be your own work, as no outside review sources are either needed or acceptable in this course. The point of this course is for you to develop skill in evaluating trade books and other media so that as a teacher or school librarian you will have good criteria for choosing to use or buy materials. To avoid inadvertent plagiarism, **do not read reviews** online or anywhere else. Subconsciously, one is likely to use the phraseology of writing that one has just read.

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality