



HIED 5379: Research in Higher Education
Fall 2017

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Required Texts

Dewey, J. *The Sources of a Science of Education*. [Any version].

Sriram, R. (2017). *Student affairs by the numbers: Quantitative research and statistics for professionals*. Sterling, VA: Stylus.

Students who find purchasing the textbooks for this course to be cost prohibitive are encouraged to contact Professor Peaton (@profpeaton) so he may assist in providing materials or finding alternative ways to ensure students have the academic resources they need to be successful in this course.

APA Guide

It is suggested students purchase a copy of the American Psychological Association Publication Manual (6th edition). However, there are many online resources that can assist students with proper citations for written work.

Students who choose to buy the APA manual can use the following reference:
American Psychological Association. (2010). *Publication Manual* (6th ed.). Washington, D.C.: American Psychological Association.

You can also learn more about APA in the following locations:

<http://www.apastyle.org/manual/>

Course Blackboard Site: Look in the Course Resources Folder/Helpful Resources for Research

Course Overview and Objectives

This course is designed to provide you with an understanding of research in higher education. Our aim will be to ensure the following objectives are met during the course of the semester:

- Understand broad philosophical, paradigmatic, and methodological approaches to research in higher education (including but not limited to quantitative, qualitative, mixed methods, and postqualitative research).
- Explore the work of key researchers in higher education, with particular focus on established contemporary and emerging scholars.
- Actively pursue personal research interests by conducting a literature review.
- Examine ethical issues in educational research.
- Understand scholarly research and writing, with particular emphasis on APA formatting.

IDEA Objectives

As a result of enrolling in and completing *Research in Higher Education*, students should achieve the following IDEA objectives:

Essential

1. Learning how to find, evaluate, and use resources to explore a topic in depth.

Important

2. Learning to analyze and critically evaluate ideas, arguments, and points of view.
3. Developing specific skills, competencies, and points of view needed by professionals in the field.
4. Gaining a basic understanding of the subject (e.g. factual knowledge, methods, principles, generalizations, theories)

Personal Teaching Philosophy

I invite students to visit my personal website to learn more about my personal philosophy of teaching. However, several philosophical beliefs undergird my pedagogical approach to this course:

- **We are all scholars-educator~speakers:** Our lived experiences and perspectives vary and are important to our study. You should view yourself as a scholar~practitioner~educator~speaker. These are not distinct categories, but rather, entangled.
- **Disequilibrium:** I believe we learn best when pushed outside our comfort zones; therefore, challenging readings/videos/assignments, etc. and perspectives are included in this course.
- **Deep Reading/Watching/Listening/Writing/Creating:** My courses all require intense reading~watching~listening~writing~creating. I believe we must be exposed to multiple perspectives in order to understand the complexities of our work. I also believe we have an obligation to apply our knowledge to our personal experience~work.
- **Becoming~Human~Becoming~Professional:** I believe in providing flexibility in my course syllabi – openings for students to chart their own becoming~human~becoming~professional. Thus, while we will engage in particular activities collectively, there are ample opportunities for students to pursue their own intellectual and professional interests around the broad course topic.
- **Community:** We learn through intra-action (Barad, 2007). Therefore, students will actively share materials they are reading-viewing-thinking-creating with our learning community. This will occur through Blackboard, our course hashtag, and synchronous meetups. I also encourage you to share your

knowledge with a larger higher education-student affairs community. This can be done through listservs, social media, or submitting conference proposals.

Additional Technology

We would like to use several technologies outside of Blackboard to engage in learning throughout this course. Students are encouraged to read the privacy policies and terms of service of these technological tools prior to signing up. If you have significant concerns about privacy, data, or open learning, please contact Professor Peaton.

These tools include:

Slack: Sign up to be a member of our course slack team – <http://hied5379.slack.com>

Hypothes.is: <https://web.hypothes.is/>

There is more on this in the first week's module.

Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify Professor Peaton if you are comfortable in doing so. This will enable him to provide any resources that he may possess.

Statements on Inclusion

This is an inclusive classroom space. We honor multiplicity, pluri-identities and intersectionality, and will create an environment free from racism, sexism, homophobia, transphobia, xenophobia, Islamaphobia, anti-Semitism, other religious or spiritual intolerance, classism, ageism, nationalism, ableism, anti-fat bias, and other forms of discrimination.

We are all speakers. We are all human~becomings.

HAVEN: Professor Peaton is a member of HAVEN, a campus-wide network of faculty and staff educated about and supporting students who identify as lesbian, gay, bisexual, and transgender, as well as their allies.

Veterans: Veterans and active duty military personnel are welcomed and encouraged to communicate in advance, if possible, any special circumstances (e.g. upcoming deployment, drill requirements).

Office Hours

I enjoy speaking with students and encourage you to schedule time to talk with me one-one if you have comments, questions, or concerns about the course, wish to talk through assignments or ideas, or just wish to talk about life, your professional development, etc.

Utilize <https://calendly.com/pweaton> to schedule a 15 or 30-minute appointment with me. We can talk via Zoom (<https://zoom.us/j/4735773233>) or phone (940-367-3607). If you are in the Huntsville/Houston area and wish to

meet in person, please let me know. I can meet you at main campus or at The Woodlands Center. Please check my availability through Calendly.

Synchronous Meetings

We will have three required synchronous meetings for this course.

- Wednesday, September 6: 6:30 – 8:30 PM CST
- Wednesday, October 4: 6:30 – 9:30 PM CST
- Monday, November 27: 6:30 – 9:30 PM CST

All synchronous meetings will occur via Zoom at the designated dates/times. Please check Blackboard for the log-in link.

Helpful Resources for Research

As you complete the many assignments in this course, I encourage you to utilize a variety of resources to gather articles/book chapters, particularly for the term project. Here are a few helpful ideas:

- Newton Gresham Library: Blackboard has access to Virtual Chat with a Librarian if you are unsure how to conduct a literature review or search for articles by a specific scholar. Utilize the many search engines available through the library.

There is also a great guide on the website for the Higher Education Community:

<http://shsulibraryguides.org/HIEDcommunity>

- Search reputable journal sites directly using keywords. Some reputable journals/publications in Higher Education and Student Affairs include, but are not limited to:
 - *Journal of College Student Development*
 - *Journal of Student Affairs Research & Practice*
 - *Review of Higher Education*
 - *Journal of Higher Education*
 - *Journal of College & Character*
 - *Educational Researcher*
 - *Review of Educational Research*
 - *About Campus* [ACPA]
 - *Developments* [ACPA]
 - *NASPA Journal about Women in Higher Education*
 - *International Journal of Qualitative Studies in Education*

Professional Associations

Students are highly encouraged to become a member of at least one professional association. Most associations offer graduate student discounts or membership rates.

The two national student affairs associations with which most members of the profession are associated are ACPA – College Student Educators International (<http://www.myacpa.org/graduate-student-membership>) and NASPA – Student Affairs Administrators in Higher Education (<https://www.naspa.org/about/membership/students>).

There are also a plethora of regional and functional area specific associations. Contact Professor Peaton if you are interested in knowing more about professional associations in your functional area and interest.

Helpful Higher Education & Student Affairs Resources

Becoming an engaged professional involves connecting with many resources available. Here are some suggested Higher Education & Student Affairs Resources you may find helpful.

SHSU Social Media

- Facebook: www.facebook.com/SHSUHIED
- Twitter: @SHSUHIED
- Instagram: @SHSUHIED
- Official program hashtag: #SHSUHIED

News Media

- *The Chronicle of Higher Education*: www.chronicle.com
- *Inside Higher Ed*: www.insidehighered.com
- *University World News*: <http://www.universityworldnews.com>

Digital Sources

- Student Affairs Live: <http://higheredlive.com/student-affairs-live/>
- Student Affairs Collective: <https://studentaffairscollective.org/>

Hashtags

- #sachat
- #sagrad
- #sapro
- #BlkSAP

Assignments & Grading

Personal Reflection & Introduction [5 Points]/Assessment on Research [5 Points]

Due: August 27, 2017, by 11:59 PM

IDEA Objectives: 3

Part I: During the first week, each member of the course will upload a short video or podcast introducing themselves to the class (approximately 3-5 minutes). Tell us about where you did your undergraduate work, your current work/place of employment, some of your personal and professional interests, and finally (importantly) some of your excitement or hesitation regarding the course *Research in Higher Education*.

Part II: I will ask each member of the course to complete an online assessment based on the ACPA/NASPA competency of Assessment, Evaluation, & Research (AER). This will help us gauge your current understanding

regarding research, and also will be critical to helping you think about the broad expectations of the profession in terms of Research and Evaluation.

Synchronous Meetings [30 Points – 3 x 10 Points each required meeting]

IDEA Objectives: 1, 2, 3, 4

There are three required synchronous meetings for this course. Dates will be determined by poll early in the semester. One required meeting will serve as a check-in and opportunity to gain clarification on material covered early in the course and the literature review process; the second will be to provide your emerging scholar overview; and the third will be your presentation on your literature review.

Wednesday, September 6, 2017 from 6:30 – 8:30 PM CST

Wednesday, October 4, 2017 from 6:30 – 9:30 PM CST

Monday, November 27, 2017 from 6:30 – 9:30 PM CST

Video Response to First Week Readings [10 Points]

Due: Sunday, August 27, 2017 by 11:59 PM CST

IDEA Objectives: 2, 4

Create a video response to the first week's readings. How do the concepts from these articles relate to your work in higher education student affairs? What concepts from the reading do you find intriguing? Which concepts do you find confusing? What concerns would you raise? Your video should last between 5-7 minutes, demonstrating a critical engagement with the readings and their application to your work, or questions you have that will help us begin our understanding of research in higher education.

Online Quizzes [20 Points – 2 x 10 Points Each]

Due: Assigned Sundays by 11:59 PM CST

IDEA Objectives: 3

Online quizzes are your opportunity to demonstrate mastery of knowledge obtained through course readings related to key concepts in research. Quizzes will specifically cover APA citations.

Response to Dewey – *Sources of a Science of Education* [25 Points]

Due: September 3 by 11:59 PM CST

IDEA Objectives: 2

John Dewey's text *The Sources of a Science of Education* is a philosophical treatise examining whether education should be considered an art, a science, both, or neither. In this two-page reflection, interrogate Dewey's discussion of this important question. What are your own thoughts regarding research in education-higher education-student affairs. What questions arose from reading Dewey? This paper should be formatted in appropriate APA style, standard 1" margins, with a running head and cover page (cover page does not count in the two-page total). Refer to the APA Manual or Newton Gresham Library sources on formatting papers in APA style.

Annotated Bibliography and Discussion of a Research Article – Collective Annotation using Hypothes.is [15 Points: 10 for annotation; 5 for engagement using hypothes.is]

Due: September 17 by 11:59 PM CST

IDEA Objectives: 1, 2

We will engage in a discussion about a research article: “Ten Challenges and Recommendations for Advancing Research on the Effects of College on Students” (Seifert, Bowman, Wolniak, Rockenbach, & Mayhew, 2017). Using hypothes.is, we will read/create marginalia on the article collectively, while also engaging with one of the articles authors – Dr. Tricia Seifert. At the end of the week, each student will be asked to write an annotation of the article, which will be uploaded into Blackboard for grading.

Your grade on this assignment will be 10 points for the annotation; and 5 points for engaging with the article throughout the week using hypothes.is.

Annotated Bibliography – Established Scholar [60 Points – 3 articles x 20 Points each]

Due: September 24 by 11:59 PM CST

IDEA Objectives 1, 2, 3

Each student will select an established scholar in the field and locate 3 articles or book chapters from that scholar. You will read the research and provide an annotated bibliographic overview of each article/book chapter utilizing appropriate APA citation and formatting. Information on writing an Annotated Bibliography will be posted on the course Blackboard website. Students should submit the 3 annotations in one document.

Survey Design Assignment [100 Points]

Due: Multipart Assignments – See Due Dates Below

IDEA Objectives: 3

A key skill for higher education student affairs educators is understanding how to design effective surveys. Surveys are used for a variety of purposes – including information gathering, student satisfaction, for assessment, and as part of research processes. This project will provide a basic understanding of how to develop a survey for use in your functional area or an area of higher education student affairs practice in which you are interested. This project will be completed in several parts over the course of a few weeks in the semester.

Part I: Research Question & Defining of Latent Variable [5 Points]

Due: October 1 by 11:59 PM CST

Develop a research question that will underpin your survey. You should define the context of the functional area, initiative, or program you will be designing the survey for, and also define your latent variable.

This will be submitted in a Microsoft Word document through Blackboard.

Part II: Design your Survey [20 Points]

Due: October 8 by 11:59 PM CST

Based upon the guidelines in Sriram (2017) Chapter 6, create a survey with items to measure your variable, as well as response options. Turn in a product that you would be proud to hand out to your students (i.e., is readable, has clear instructions, has correct spelling/ grammar).

Upload a Word document to Blackboard with a finished survey. You will be evaluated primarily according to how well your survey adheres to the guidelines in Chapter 6, which are also covered in the accompanying video (15 points). You will also be evaluated on the document's readability, correct spelling/grammar, etc. (5 points).

Part III: Design and Alter Survey for Validity [50 Points]

Due: October 29 by 11:59 PM CST

Using the guidelines in Sriram (2017) Chapter 6, (a) locate and read at least two scholarly articles related to your variable of interest or area of inquiry for the purpose of strengthening your survey, and (b) find two to three people who know something about your variable or area of inquiry and obtain their feedback on the survey.

In at least two paragraphs, answer the following questions:

- a. What changes did you make to your survey as a result of reading at least two scholarly articles related to your variable of interest? Explain why you made the changes, or, if you had no changes, defend your decision to make no changes.
- b. What changes did your panel suggest? Which suggestions did you take, and which ones did you ignore? Explain your rationale for each decision.

You do not need a cover page or a title, but otherwise your answers should be written in APA format. You must cite your articles correctly and include them in an accurate reference list.

Upload a Word document to Blackboard. You will be evaluated primarily on the strength of evidence you provide for the decisions that you made (40 points). You will also be evaluated on adherence to APA format (10 points).

Part IV: Conducting a Study or Inquiry Using your Survey [25 Points]

Due: November 5 by 11:59 PM CST

Reconsider how well your new survey instrument connects with your original research question, as well as how you would use both to conduct a research study. In at least two paragraphs, answer the following questions:

- a. How could you carry out a research study with your new survey? Briefly describe a research design.
- b. Did you adjust your survey in any way after reconsidering your research question and determining how you might design your study? Explain why you made the changes, or, if you had no changes, defend your decision to make no changes.

You do not need a cover page or a title, but otherwise your answers should be written in APA format. If you have any references, you must cite them correctly and include them in an accurate reference list.

Upload a Word document to Blackboard. How well your research design adheres to the guidelines in Sriram (2017) Chapter 4 (which are also reviewed in the accompanying video) and the strength of

evidence you provide for the decisions that you made will be evaluated equally (10 points each). You will also be evaluated on adherence to APA format (5 points).

Emerging Scholar Overview [50 Points]

Due: October 8 by 11:59 PM CST

IDEA Objectives: 3, 4, 5

For this assignment, you will each choose one Emerging Scholar in the field of higher education and student affairs. Your aim will be to expose the class to the research of this emerging scholar, as well as application of the research to practice. You might consider doing the following: read their currently published research; conduct an interview with the scholar about their research and insights on research in higher education/student affairs; read additional research that is citing this scholar's research; talk to practitioners in the field applying the research in practice; develop your own ideas about the applicability of the research to practice in higher education/student affairs.

Following your research, you will select a method of providing an overview of the Emerging Scholar to a portion of the class as a synchronous presentation. Here is a moment where you have some autonomy in selecting how you present the information to the class. Some ideas might include, but are not limited to:

- Creating an infographic
- Developing a PechaKucha talk
- Creating a podcast
- Developing a Prezi

Your presentation should be approximately 10 minutes, but not longer than 12 minutes. You will present to your peers on October 4 during our live synchronous meeting. For this meeting we will be broken into two presentation groups: Orange Team and Blue Team. More details on your assigned team and synchronous meeting location will be provided prior to the presentation.

This assignment will be graded on the following criteria:

- Demonstrated understanding of the emerging scholars' research agenda, methodologies employed, and currently published research.
- Clear presentation for the rest of the class about the emerging scholars research agenda.
- Articulation of how the research is or could be applied to practice in higher education/student affairs.
- Creativity/Professionalism of presentation for the class.

You will need to upload some sort of product to Blackboard to be graded on this assignment.

Qualitative Data Analysis [50 Points]

Due: November 26 by 11:59 PM CST

IDEA Objectives: 2

You will be paired with another member of the class to work on coding qualitative data. Together you will develop a 10-minute screencast where you will describe the themes your team came up with from the data, as well as a discussion, which will focus on what each theme means for practice, and~or potential ways to interpret the theme. Both members of the team need to speak during the screencast.

This project will be graded on the following criteria:

- Quality of themes developed
- Quality of discussion of themes
- Screencast presentation (each team member talks; clarity of presentation)
- Professionalism of presentation

Literature Review on Topic in Higher Education/Student Affairs [100 Points]

Due: November 19 by 11:59 PM CST

IDEA Objectives: 1, 2, 3

You will pick a topic of interest to you in higher education and student affairs and conduct a literature review on that topic. This assignment constitutes an opportunity for you to demonstrate your understanding of conducting literature reviews, writing a literature review in a scholarly manner, and appropriately utilizing APA formatting.

This assignment will be graded on the following criteria:

- Use of appropriate scholarly sources in conducting literature review (scholarly journals, primary and/or secondary sources, official research reports, governmental or non-governmental agency reports, etc).
- Thoroughness of review of research.
- APA formatting and citation.
- Avoidance of Plagiarism – research is reviewed in the student's own voice; this demonstrates understanding of how to read and interpret research.
- Use of 10+ scholarly sources.

Your final literature review should be between 10 – 15 pages. Students should utilize at least 10 scholarly sources in their literature review.

Peer Review Process

Peer Reviewed Comments Due: November 5 by 11:59 PM CST

Each member of the class will be assigned a Peer Review partner. You will exchange drafts of your paper with your partners to provide insights to each other. It is preferred you utilize Microsoft Word Track Changes when providing feedback and insights to your partner; naturally you can also talk to one another about the paper, your ideas, and producing quality writing. You will submit a copy of your peer review comments and the rubric on the assigned date above to demonstrate your peer review process.

Literature Review Final Presentation [25 Points]

Due: November 27 by 11:59 PM CST

IDEA Objectives: 3

You will be asked to give a presentation covering your literature review topic. This presentation should last 10 minutes (Maximum 10 minutes). You should create a professionally appropriate presentation for use during your presentation (PowerPoint, Executive Briefing, Prezi, Infographic, or other professional form of presentation). We will meet synchronously via Zoom the final week of the term for your presentations.

This assignment will be graded on the following criteria:

- Professionalism of Visual Presentation
- Professionalism of Oral Presentation to class
- Appropriate framing of your literature review topic (importance of the topic to higher education and/or student affairs)
- Appropriate articulation of literature pertaining to your topic
- Appropriate articulation of implications and limitations of the research and literature on your topic.

Final Grading

Final course grading breaks down as follows:

Personal Reflection/Assessment on Research	10 Possible Points
Video Response to First Week Readings	10 Possible Points
Synchronous Meetings	30 Possible Points
Online Quizzes	20 Possible Points
Response to Dewey	25 Possible Points
Collective Annotation using Hypothes.is	15 Possible Points
Annotated Bibliography	60 Possible Points
Survey Design Assignment	100 Possible Points
Emerging Scholar Overview	50 Possible Points
Qualitative Data Analysis	50 Possible Points
Literature Review	100 Possible Points
Literature Review Presentation	25 Possible Points
Slack Engagement	5 Possible Points
	500 Possible Points

A: 450 - 500 Points

B: 400 – 449.9 Points

C: 350 – 399.9 Points

F: <350 Points

Additional Course Policies & Procedures

Official Course Hashtag

This course will utilize an official hashtag: #HIED5379SHSU. Students are encouraged to post thoughts, insights, and communicate with peers on and through social media utilizing this official hashtag.

Late Assignments

Except in extreme circumstances, late assignments will not be accepted. Extreme circumstances include but are not limited to death in the family, extreme illness, and natural disasters.

If you are encountering problems with turning in assignments on time, please contact Paul at pweaton@gmail.com or pweaton@shsu.edu

Academic Support

Any students requiring academic support to complete the requirements of this class are encouraged to take advantage of the many services offered at SHSU. A few include:

- Distance Learning Services at Newton Gresham Library (NGL) at <http://library.shsu.edu/services/distance/index.html>
- SHSU Writing Center at <http://www.shsu.edu/~wctr/>

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.
- Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone [936-294-3512](tel:936-294-3512), TDD [936-294-3786](tel:936-294-3786)) to request accommodations.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive

one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

	Assigned Readings/Videos/Etc	Due
Week 1 August 23 - August 27 What is research in higher education and student affairs?	Review the ACPA/NASPA Competency on Assessment, Evaluation, & Research Guido et al. (2010). Underlying paradigms in student affairs research & practice Reason & Kimball (2012). A new theory-to-practice model for student affairs. Sriram (2017). Introduction & Chapter 12 - How this book should change your life Multimedia/Digital Overview of Research Paradigms in Higher Education/Student Affairs	Personal Reflection/ Introduction Personal Assessment on Research/Evaluation Video Response to 1st Week Reading Select Established Scholar
NASPA 2018 - Philadelphia - Program Submissions Due September 1 https://conference2018.naspa.org/		
Week 2 August 28 - September 3 Research: Art or Science?	Dewey - <i>The Sources of a Science of Education</i> Multimedia/Digital SLACK Channel - #dewey	Watch Personal Reflection/ Introduction Videos/ Podcasts 2 Page Response to Dewey
ACPA 2018 - Houston - Program Submissions Due September 8 convention.myacpa.org/houston2018/		

<p>Week 3 September 4 - September 10</p> <p>Literature Reviews and APA Formatting</p>	<p>Combs et al. (2010) - Interactive Literature Reviews Johnson & Christensen (2012) - How to review the literature & develop research questions</p> <p>Multimedia APA Video(s) Complete Information Literacy Tutorial Online</p> <p>Synchronous Meeting - Wednesday September 6 - 6:30 - 8:30 PM CST Log-In at: https://zoom.us/j/4735773233 Selecting a Literature Review Topic Literature Reviews Research Gate; Academia.edu; Mendeley</p> <p>Additional APA Resources Online: Download APA Guide; Watch APA Video NGL http://shslibraryguides.org/APA How to Evaluate Research Sources: http://shslibraryguides.org/evaluatingresources How to search using controlled vocabulary Conducting a Systematic Literature Review</p>	<p>Select Emerging Scholar</p> <p>APA Quiz #1</p> <p>Information Literacy Certificate</p>
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Week 4 September 11 - September 17 Research Basics & Annotated Bibliographies	Sriram (2017) Chapters 1 & 2 Multimedia/Digital Annotated Bibliographies Webcast on Sriram Hypothes.is "Ten Challenges and Recommendations for Advancing Research on the Effects of College on Students" (Seifert, Bowman, Wolniak, Rockenbach, & Mayhew, 2017). http://journals.sagepub.com/doi/full/10.1177/2332858417701683 To Do: Find 3 Articles for your Established Scholar; Begin Reading Articles	Select Topic for Lit Review Hypothes.is Discussion & Annotated Bib Entry
Week 5 September 18 - September 24 Research Design	Sriram (2017) Chapters 3 & 4 Multimedia/Digital Slack Channel - #paradigm	APA Quiz #2 Annotated Bibliography- Established Scholar
Week 6 September 25 - October 1 Surveys Part I	Sriram (2017) Chapters 5 & 6 Nardi (2014) Chapter 5 - Sampling Multimedia/Digital Research Questions & Measuring [Amber] To Do: Work on Emerging Scholars Presentation	Survey Assignment Part I

TACUSPA 2017 - Dallas - October 1-3

<http://tacuspa.net/Conference>

Week 7 October 2 - October 8 Surveys Part II Creating Surveys National Surveys	Sriram (2017) Chapter 7 Kuh (2009) - NSSE Constructs and Foundations Hurtado et al (2011) - Assessing Campus Climate NSSE Survey Instrument IMPORTANT NATIONAL SURVEY SITES IN HIGHER ED/STUDENT AFFAIRS Higher Education Research Institute National Survey for Student Engagement (Includes CCSSE; FSSE; BCSSE) National Study of LGBTQ Student Success Wabash National Study of Liberal Arts Education Required Synchronous Meeting: Emerging Scholars Overview Wednesday, October 4: 6:30 - 9:30 PM CST Orange Team/Blue Team	Survey Assignment Part II Emerging Scholars Overview Presentation
Week 8 October 9 - October 15 Qualitative Research Part I	Hannon, Woodside, Pollard & Roman (2016) - African American Women College Student's Experiences Nichols, Biederman, & Gringle (2017) - Parenting Students: A Case Study Multimedia/Digital Overview of Phenomenology & Case Study Slack Channel: #qual1 To Do: Work on your Literature Review Assignment	

Week 9 October 16 - October 22 Qualitative Research Part II	Nicolazzo (2016) - Just Go in Looking Good Kimball, Vaccaro, & Vargas (2016) - Supporting Students with Disabilities Multimedia/Digital Survey Assignment Part III Overview [Amber] Overview of Ethnography & Grounded Theory [Amber] Slack Channel: #qual2 To Do: Work on your Literature Review Assignment Work on Part III of Survey Assignment	
Week 10 October 23 - October 29 Research Ethics and a lil' more statistics	Sriram (2017) Chapter 9 AERA Code of Ethics Gerber et al. (2016) - What is ethical research? Multimedia/Digital Ethics in Research	Swap Draft Lit Review with Peer Review Partner Survey Assignment Part III
Week 11 October 30 - November 5 Coding	Multimedia/Digital Introduction to the Coding Assignment and Example [Peaton & Amber] Survey Assignment Part IV [Amber]	Survey Assignment Part IV Return Peer Reviewed Lit Review

Week 12 November 6 - November 12 What is posthumanist/ postqualitative research?	Springgay (2014) Approximate Rigorous Abstractions Weaver & Snaza (2014) Introduction to Posthumanist Research St. Pierre (2011) Post-Qualitative Research Multimedia/Digital Overview of Postqualitative/Posthumanist Research in HIED Slack Channel: #postqual To Do: Work on Revisions and Finalize Literature Review	
ASHE 2017 - Houston - Power to the People - November 9 -11 http://www.ashe.ws/conference *Professor Peaton will be attending this conference; expect delayed responses during these days*		
Week 13 November 13 - November 19 Social Media Research Digital Research	McCay-Peet & Quan-Haase (2017) - What Questions Can SoME research help us answer? Gerber et al. (2016) - What does it mean to be a qualitative researcher of online spaces? Eaton (2016) - Tag-Untag: Two Critical Readings of Race, Class, & Ethnicity in Social Media Multimedia/Digital Overview of Social Media & Digital Research To Do: Work on Coding Assignment Finalize Literature Review	Literature Review

Week 14 November 20 - November 26	Work Week & Holiday Break To Do: Finalize Coding Assignment Prepare Literature Review Presentation	Coding Assignment
Week 15 November 27 - December 1 Literature Review Presentations & Closing Thoughts	Synchronous Meeting: Literature Review Presentations Monday, November 27 - 6:30 - 9:30 PM CST Orange/Blue Teams Jaeger et al. (2013) - Theory to Practice Love (2012). Informal theory: The ignored link in theory-to-practice. Evans & Guido (2012). Response to Patrick Love's Informal Theory Multimedia/Digital Slack Channel: - #finalweek	Literature Review Presentation