



**ISDT 7391 – Application of Research
Spring 2018**

*ISDT 7391 is a required course for:
Doctorate of Education in Instructional Systems Design and Technology*

College of Education, Department of Curriculum & Instruction

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Office hours:

Monday	2:00 p.m. – 4:30 p.m.
Tuesday	2:00 p.m. – 4:30 p.m.

To better serve my online students, I am available on SKYPE as follows:

Tuesday	8:00 p.m. – 9:30 p.m.
Wednesday	8:00 p.m. – 9:30 p.m.

SKYPE Name: [marilyn.rice1](#)

OR By Appointment (either Face-to-Face or Online): Please contact me at
edu_mpr@shsu.edu for an appointment.

ALSO: In an effort to be available to my students when it is critical to their learning, I am available online throughout every day, including weekends, at various times. I check my e-mail regularly.

Day and time the class meets: Online

Location of class: Online via SHSU Online (Blackboard) and Other Online Venues

Tk20 Account statement (if required for class)

Tk20 Account **is NOT** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at: <https://tk20.shsu.edu/>

Course Description: Application of Research assists the candidate in developing a dissertation proposal.

IDEA Objectives:

In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system): (a) **Essential:** Developing skill in written and oral expression; and (b) **Important:** Learning how to find and use resources for answering questions or solving problems.

Required Materials:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Slate, J. R., Moore, G. W., & Barnes, W. (2015). *So you have to write a dissertation?* Ypsilanti, MI: NCPEA Publications. Available at <http://www.lulu.com/shop/john-r-slate-and-wally-barnes-and-george-w-moore/so-you-have-to-write-a-dissertation-do-you/paperback/product-22406732.html?ppn=1>

Slate, J. R., Rojas-LeBouef, A., & Moore, G. W. (2012). *Writing tips for dissertations, theses, and manuscripts: Making APA 6th user-friendly*. Ypsilanti, MI: NCPEA Press. Available online at <http://www.lulu.com/content/paperback-book/writing-tips-for-dissertationsthesis-and-manuscripts-making-apa-6th-edition-user-friendly/13014489>

Course Format: Coursework is mostly completed independently. NO GROUP projects are part of this course. However, candidates are encouraged to form small “study” groups to help each other make progress on their final proposal.

- Independent writing with feedback
- Online video sessions as scheduled

To meet the goals and objectives of this course, students are required to be persistent and consistent in areas listed, but not limited to, research, writing, collaborating, and working with the candidate's chair.

Course Content:

The curricula for this course include (a) knowledge of the literature of the discipline and (b) ongoing student engagement in research related to professional practice. During this course, students will:

1. Develop a clearly defined problem statement and hypotheses/questions for their instructional technology doctoral research project.
2. Develop an extensive review of the most recent instructional technology literature in the area of their study.

3. Develop an appropriate research design for the doctoral research project.
4. Prepare draft for IRB approval.
5. Develop procedures for collecting the data.
6. Identify the sample to be used for the research project.
7. Determine appropriate measures to be used for the research project.
8. Define how data will be analyzed once collected.
9. Apply style guide rules with at least 80% accuracy (6th edition, APA Publication Manual)
10. Identify the strengths and weaknesses in his/her writing by becoming a critical reader of writing
11. Revise and reshape writing to improve ideas, organization, language use, vocabulary, and mechanics
12. Present the three chapter proposal to the class.

Course Evaluation:

Performance Assessments (linked to course objectives)

The final grade will be based on the student's demonstrated performance, attitudes, and abilities related to the goals and objectives of the class as measured by these assessments:

1. Ongoing Writing assignments
 - a. Progress, as scheduled and expected on the proposal
 - b. Report on contact, if any, with the dissertation chair
 - c. Progress on IRB Draft
2. Video-Conference sessions
 - a. Attendance
 - b. Active Participation

Course Grade

A = To earn this grade in the proposal class the following criteria must be met:

- A written draft of Proposal Progress must be submitted every other week, according to the Course Calendar.
- At the end of the semester, a full proposal with all the required parts must be submitted. (Final draft may need more editing.)

B = To earn this grade in the proposal class the following criteria must be met:

- A written draft of Proposal Progress is submitted at least four (4) times during the semester.
- At the end of the semester, a proposal is well under way, but is not complete.

C = To earn this grade in the proposal class the following criteria must be met:

- A written draft of Proposal Progress is submitted less than four (4) times during the semester.
- At the end of the semester, a proposal is not well underway, and will take considerable work to finish.

1. Research Proposal

You will prepare a research proposal on the topic of your dissertation.

For Traditional Dissertations the following requirements must be met:

Chapter I will contain:

Introduction
 Background of the study,
 Statement of the problem
 Purpose of the study,
 Significance of the study,

Theoretical/conceptual framework,
Research questions (or grand tour questions or null and statistical hypotheses),
Definition of terms,
Delimitations, limitations, assumptions, and organization of remaining proposal chapters.

Chapter II will be a well-developed review of the literature.

Chapter III will contain the following:

Introduction
Purpose
Research questions,
Research design,
Selection of participants (population, sampling frame, selection criterion, participants),
Instruments with score reliability and validity,
Procedures,
Data analysis
Summary.

In addition, front matter will include

Title page, Table of Contents, List of Tables, and List of Figures, if relevant Back matter will include References, Appendix page for IRB, and Vita.

2. Research Proposal and Presentation

You will prepare a PowerPoint of your proposal and present to the class. This presentation will occur toward the end of the course. This is NOT an option.

PLEASE READ THE FOLLOWING STATEMENT ABOUT GRADE ASSIGNMENT:

Regarding grading, work that 'meets expectation' for doctoral-level work will receive a B. Students earning A's will demonstrate work that exceeds expectations in quantity, quality, and levels of thought.

Important: Course participation, timely completion of assignments, use of feedback in future work. Job demands is not an excuse for not completing assignments. PLAN AHEAD!!!!

Matrix:

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S - ISTE Leader Standards: DDP – Diversity and Disposition Proficiencies CF – Conceptual Framework Indicator
<u>Excellence in Professional Practice</u> Facilitate and participate in learning communities that stimulate, nurture, and support administrators, faculty, and staff in the study and use of technology	*Report on contact with the dissertation chair	Rubric	S-3b DDP's: 1-10
<u>Excellence in Professional Practice</u> Promote and model effective communication and collaboration among stakeholders using digital age tools	*Participation in Video Conference Discussions	Rubric	S-3c DDP's: 1-10
<u>Excellence in Professional Practice</u> Facilitate and participate in educational research and emerging trends regarding effective use of technology	*Written drafts of Research Proposal *Research Proposal, as it stands, at end of semester	Rubric	S-3d DDP's: 1-10
<u>Systemic Improvement</u> Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve the organization and add to the body of knowledge	*Written drafts of Research Proposal *Research Proposal, as it stands, at end of semester	Rubric	S- 4b DDP's: 1-10

Course Evaluation:

Grading Scale

Points

A = 90% of Total Possible Points

B = 80% of Total Possible Points

C = 70% of Total Possible Points

*With a grade below a “C”, the student will have to re-take the course

To receive your final grade for this course, you must complete all program requirements by the assigned due dates.

Course Expectations & SHSU Policies

1. Expectations of Doctoral Students/Emerging Scholars

The purpose of a doctoral program is to produce a graduate who has developed breadth of vision, a capacity for interpretation, and the ability to carry out critical investigations. From the association with scholars, the doctoral student is expected to gain many new concepts, a zeal for adding to the sum of human knowledge, and the development of the ability to conduct original research and to think clearly and independently. Extensive reading, writing, and research are integral parts of graduate study. Doctoral students are expected to submit work that demonstrates mastery of content and independent thinking. Students are expected to read beyond the work assigned, finding relevant resources to supplant learning. As with all graduate students studying Instructional Systems Design and Technology, doctoral students are expected to demonstrate active participation in the course, timely completion of assignments, and respectful interactions with others. Students are expected to be prepared for discussions and to interact in a way that clarifies learning and adds new understanding. Debate is encouraged within the bounds of respectful dialogue. Student dispositions will be factored in the final grade for the course.

- Time requirement:
For each hour in class, you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.
- Late assignment policy:
Scheduled assignments are due by midnight electronically on the due date. If assignments are one day late, there will be a reduction in possible points earned on that assignment of 50%. Second day late, the assignment receives a zero. Recognizing that “extenuating circumstances” may occur, documentation of reason for late work may be submitted to instructor for consideration of reinstating original possible points.
- Professionalism policy:
Professionalism is expected, both in the classroom and in the public schools. If individual assignments possess a striking similarity to another student’s work, penalty may be, minimally, the drop of one letter grade. During field experience, proper dress is expected. The students should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom.

2. Academic Honesty

Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work alone and referenced in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as your own work is unacceptable. Moreover, you shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Violation of these academic standards may result in program removal or failure. Academic Policy Statement 810213. See also

<http://www.shsu.edu/syllabus/>

Students are expected to use conventions noted in the Publication Manual of the American Psychological Association, 6th edition, for citing sources.

Papers and reports will be submitted electronically and may be evaluated for originality of content and accuracy of quotes and paraphrasing using software such as Turnitin. Plagiarized work will receive a failing grade and possible program dismissal.

- Academic Dishonesty policy

- 1. GENERAL

- The subject of academic honesty is addressed in paragraph 5.3, Chapter VI, of the Rules and Regulations, Board of Regents, The Texas State University System, and Sam Houston State University Student Guidelines published by the Office of Student Life to wit:

- 5.3 Academic Honesty. The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

- 5.31 The University and its official representatives, acting in accordance with Subsection

- 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

- "Cheating" includes the following and similar actions:

- (1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.

- (2) Using, during a test, materials not authorized by the person giving the test.

- (3) Collaborating, without authorization, with another student during an examination or in preparing academic work.

- (4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.

- (5) Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.

- (6) Bribing another person to obtain an unadministered test or information about an unadministered test.

- (7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

5.33 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

5.34 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

5.35 "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

2. PROCEDURES IN CASES OF ALLEGED ACADEMIC DISHONESTY

2.01 Procedures for discipline due to academic dishonesty shall be the same as in disciplinary actions specified in The Texas State University System Rules and Regulations and Sam Houston State University Student Guidelines except that all academic dishonesty actions shall be first considered and reviewed by the faculty member teaching the class. The faculty member may impose failure or reduction of a grade in a test or the course, and/or performing additional academic work not required of other students in the course. If the faculty member believes that additional disciplinary action is necessary, as in the case of flagrant or repeated violations, the case may be referred to the Dean of Student Life or a designated appointee for further action. If the student involved does not accept the decision of the faculty member, the student may appeal to the chair of the appropriate academic department/school, seeking reversal of the faculty member's decision.

2.02 If the student does not accept the decision of the chair of the academic department/school, he/she may appeal to the appropriate academic dean. The chair of the academic department/school may also refer the case directly to the academic dean if the case so warrants.

Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #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 Messages 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.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiency (DDP) Standards

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.