

Spring 2024 ITLS-6510-IO2 XL Syllabus

ITLS Research and Evaluation in Instructional Technology 6510

Syllabus word file (<https://usu.instructure.com/courses/752769/files/90303332?verifier=YK8zJNvV5LSoncbB0Zr1IbEKXoAvSZmUBUEb152J&wrap=1>)

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*** I will ONLY respond to communications via email. Please DO NOT use Canvas message to communicate with me ***

Land Acknowledgement

As a land-grant institution, Utah State University campuses and centers reside and operate on the territories of the eight tribes of Utah, who have been living, working, and residing on this land from time immemorial. These tribes are the Confederated Tribes of the Goshute Indians, Navajo Nation, Ute Indian Tribe, Northwestern Band of Shoshone, Paiute Indian Tribe of Utah, San Juan Southern Paiute, Skull Valley Band of Goshute, and White Mesa Band of the Ute Mountain Ute. We acknowledge these lands carry the stories of these Nations and their struggles for survival and identity. We recognize Elders past and present as peoples who have cared for, and continue to care for, the land. In offering this land acknowledgment, we affirm Indigenous self-governance history, experiences, and resiliency of the Native people who are still here today.

Inclusion Statement

Your experience in this class is important, and the diversity you bring is viewed as a resource, strength and benefit. It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class.

It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated.

Course Description

As current and future industry and educational professionals, academic research is something that can assist you in doing your job better. You may be asked to implement ideas from research in your classroom or you may need to understand the latest trends in educational technology and adult learning to build better trainings. Academic research can help you do all of those things – if you understand how it works and how to access the information you need.

This course is intended to make you an analytical consumer of relevant educational research, including an understanding of the basic types of research, how the research process works, and current hot topics in instructional technology and learning sciences research. Emphasis is placed on critical reading, analysis, and synthesis of published research findings.

Course Objectives

- Students will develop a basic understanding of:
 - kinds of research
 - research paradigms
 - the research process as relevant to instructional technology and learning sciences
- Students will develop skills in locating reliable and relevant research to address problems of practice.

- Students will develop their abilities to critically read and analyze academic research.
- Students will develop their abilities to synthesize research findings from multiple scholarly publications and build an argument.
- Students will develop a basic understanding of evaluation and be able to distinguish between research and evaluation.
- Students will develop their abilities to create an evaluation plan.
- Students will develop a basic understanding of emergent topics related to research and evaluation in instructional technology and learning sciences.

Course Format

Delivery of this course is online, through the Canvas learning management system. Each week of the course begins on a **Monday** and ends on **Sunday**. You can expect the following from the instructor:

- Weekly overviews or mini-lectures that will offer you some background on the week's readings.
- Quick responses to requests to meet with the instructor by phone, in person, or in a virtual conference room (within 72 hours).

Because this course is online, you will be doing a fair amount of independent reading and need to be a self-motivated and independent learner. Please carefully consider and create your work habits/practices that will allow you to be a successful learner and participant in this course and afar.

Course Readings

Required readings may be found in the Canvas module for each week. Some weeks your "readings" may include watching a video or listening to a podcast. You will need to access the following book:

Kirkpatrick, J.D. & Kirkpatrick, W.K. (2016). *Kirkpatrick's Four Levels of Training Evaluation*. Alexandria, VA: ATD Press.

You may purchase a hardcopy from Amazon (https://www.amazon.com/Kirkpatrick's-Four-Levels-Training-Evaluation/dp/1607280086/ref=sr_1_2?ie=UTF8&qid=1515188899&sr=8-2&keywords=kirkpatrick%27s+four+levels+of+training+evaluation) or another online bookseller (~\$25)

Or you may access a free e-book from the USU Library (<https://web-p-ebshost-com.dist.lib.usu.edu/ehost/ebookviewer/ebook?sid=b40c43f2-118d-472c-b7bf-9cc3f5278f2e%40redis&vid=0&format=EK>)

Please note: I reserve the right to change the readings and learning material up to two weeks before the beginning of a module.

COURSE ACTIVITIES, ASSIGNMENTS & ASSESSMENT

Overall online participation (30%; 2 points each)

Type of assignment: Individual

Purpose: Because interaction is so important to learning the course content, it is a significant part of your grade and reflects the time you will be spending engaging with the course materials, the instructor, and your peers.

Description: Each week, you will be required to participate in a **discussion board** on Canvas as a small group (4-5 students) or with the whole class. This may include completing an activity and posting about it, posting comments and questions about the readings, and responding to other students. Be thoughtful, ask questions, provide answers, really dig into the texts and ideas!

Each discussion post is worth 2 points and contributes to your overall online participation grade. I will not grade the correctness of your post, but I will grade based on the substance of your post and your response to peers within the deadlines specified below. Many of these ideas are challenging and it will be a far richer course if we work through them collaboratively.

I ask that your first post of the week be posted by **midnight on Thursday** and that you will respond to at least two of your classmates by **midnight on Sunday**. For full marks please ensure you make your own post and respond to classmates (2 or more) by the above timelines. Further participation is encouraged to create more in-depth dialogue with your classmates.

Critical Analysis of a Research Article (35%)

Type of assignment: Individual

Purpose: To apply what you have learned about how to critically read and analyze a research article.

Description: This assignment has multiple parts which include: Summary of 2-3 research articles, Selection and reading template of 1 research article, and Critical analysis. All components of the assignment are required.

- **Week 3 (1/22):** Submit 2-3 research article options (for critical analysis). You will also include details on their objective/research questions. You will briefly answer questions to describe your search process.
- **Week 6 (2/12):** Complete reading template for 1 of the articles you summarized in Week 3. On Canvas I will provide a couple options for a reading template. Essentially you will compile key aspects of your research article guided by the research templates questions and your own area of interest.
- **Week 9 (3/4):** Write a 3-5 page, double-spaced critical analysis of the article. This stage of the assignment will require a large time commitment to read, and re-read your article, as well as to synthesize and refine your critique.

Final Assignment: Evaluation Plan (35%)

Type of Assignment: Individual with possible peer review

Purpose: To apply what you have learned about evaluation through the creation of an evaluation plan.

Description: Assignment details to be posted by Week 6. The Evaluation Plan deadline is tentatively set for Week 12 or 13 of the course.

Grading Scale

Final Grades calculated as a percentage of total points rounded to the nearest whole number

Your grade will be based on the university grading scale:

A	100-93%,	A-	92-90%	B+	89-87%	B	86-83%,
B-	82-80%	C+	79-77%	C	76-73%	C-	72-70%
D	69-60%	F	59-0%				

Course Schedule:

Week 1 (1/8): What is academic research? How is different from market research? How is it different from evaluation?

- Activity: Introductions post; Discussion post

Week 2 (1/15): Why do we care about research? The learning styles debate.

- Activity: Discussion post

Week 3 (1/22): Finding Reliable Information

- Activity: Discussion post
- Assignment: Submit 2-3 research article options (for critical analysis)

Week 4 (1/29) Kinds of research - Quantitative, qualitative, and mixed methods

- Activity: Discussion post

Week 5 (2/5): Research Paradigms 1

- Activity: Discussion post

Week 6 (2/12): Research Paradigms 2

- Activity: Discussion post
- Assignment: Submit reading template of your choice of 1 research article (from the 2-3 choices in Week 3). This will be the article you focus on for subsequent critical analysis.

Week 7 (2/19): How to Read a Journal Article

- Activity: Discussion post

Week 8 (2/26): Synthesizing Information and Literature Reviews

- Activity: Discussion post

Week 9 (3/4): Intro to Evaluation

- Activity: Discussion post
- Assignment: Submit critical analysis (3-5 pages)

---SPRING BREAK (3/11) ---

Week 10 (3/18): Conducting a Needs Assessment

- Activity: Discussion post

Week 11 (3/25): The Kirkpatrick Model

- Activity: Discussion post
- Assignment: Evaluation plan assignment TBD

Week 12 (4/1): Evaluation Methodologies

- Activity: Discussion post
- Assignment: Evaluation plan assignment TBD

Week 13 (4/8): Data Analysis & Reporting

- Activity: Discussion post
- Assignment: Evaluation plan assignment TBD

Week 14 (4/15): No-Test Week, and Class Wrap-Up

Week 15 (4/22): Final day of class April 23rd

University Policies & Procedures

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403[Links to an external site.](http://www.usu.edu/hr/files/uploads/Policies/403.pdf) (<http://www.usu.edu/hr/files/uploads/Policies/403.pdf>) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
 - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done "individually;"
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity](https://studentconduct.usu.edu/studentcode/article6)[Links to an external site.](#) (<https://studentconduct.usu.edu/studentcode/article6>)

Sexual Harassment/Title IX

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and [USU Policy 339](http://www.usu.edu/policies/339)[Links to an external site.](#) (<http://www.usu.edu/policies/339>) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's [Affirmative Action/Equal Opportunity \(AA/EO\) Office](http://aaeo.usu.edu/)[Links to an external site.](#) (<http://aaeo.usu.edu/>) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment ([USU Policy 305](http://www.usu.edu/policies/305/)[Links to an external site.](#) (<http://www.usu.edu/policies/305/>)), and has designated the AA/EO Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the [Disability Resource Center \(DRC\)](http://www.usu.edu/drc/) [Links to an external site.](http://www.usu.edu/drc/) (<http://www.usu.edu/drc/>) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu (<mailto:drc@usu.edu>)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: <https://studentaffairs.usu.edu> [Links to an external site.](https://studentaffairs.usu.edu/) (<https://studentaffairs.usu.edu/>), (435) 797-1712, studentservices@usu.edu (<mailto:studentservices@usu.edu>), TSC 220
- Student Legal Services: <https://ususa.usu.edu/student-association/student-advocacy/legal-services> [Links to an external site.](https://ususa.usu.edu/student-association/student-advocacy/legal-services) (<https://ususa.usu.edu/student-association/student-advocacy/legal-services>), (435) 797-2912, TSC 326,
- Access and Diversity: <http://accesscenter.usu.edu> [Links to an external site.](http://accesscenter.usu.edu/) (<http://accesscenter.usu.edu/>), (435) 797-1728, access@usu.edu (<mailto:access@usu.edu>); TSC 315
- Multicultural Programs: <http://accesscenter.usu.edu/multiculture> [Links to an external site.](http://accesscenter.usu.edu/multiculture) (<http://accesscenter.usu.edu/multiculture>), (435) 797-1728, TSC 315
- LGBTQA Programs: <http://accesscenter.usu.edu/lgbtqa> [Links to an external site.](http://accesscenter.usu.edu/lgbtqa) (<http://accesscenter.usu.edu/lgbtqa/>), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity> [Links to an external site.](https://www.usu.edu/provost/diversity) (<https://www.usu.edu/provost/diversity/>), (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State

University: <https://studentconduct.usu.edu/studentcode> [Links to an external site.](https://studentconduct.usu.edu/studentcode)

(<https://studentconduct.usu.edu/studentcode/>)

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: [Article VII](https://studentconduct.usu.edu/studentcode/article7) [Links to an external site.](https://studentconduct.usu.edu/studentcode/article7) (<https://studentconduct.usu.edu/studentcode/article7>).

Full details for USU Academic Policies and Procedures can be found at:

- [Student Conduct](http://www.usu.edu/studentconduct) [Links to an external site.](http://www.usu.edu/studentconduct) (<http://www.usu.edu/studentconduct>)
- [Student Code](https://studentconduct.usu.edu/studentcode/) [Links to an external site.](https://studentconduct.usu.edu/studentcode/) (<https://studentconduct.usu.edu/studentcode/>)
- [Academic Integrity](https://studentconduct.usu.edu/studentcode/article6) [Links to an external site.](https://studentconduct.usu.edu/studentcode/article6) (<https://studentconduct.usu.edu/studentcode/article6>)
- [USU Selected Academic Policies and Procedures](http://www.usu.edu/provost/faculty-life/syllabus.cfm) [Links to an external site.](http://www.usu.edu/provost/faculty-life/syllabus.cfm) (<http://www.usu.edu/provost/faculty-life/syllabus.cfm>)
- [USU Academic Policies and Procedures](http://catalog.usu.edu/content.php?catoid=4&navoid=546) [Links to an external site.](http://catalog.usu.edu/content.php?catoid=4&navoid=546) (<http://catalog.usu.edu/content.php?catoid=4&navoid=546>)
- [Academic Freedom and Professional Responsibility Policy](http://www.usu.edu/hr/files/uploads/Policies/403.pdf) [Links to an external site.](http://www.usu.edu/hr/files/uploads/Policies/403.pdf) (<http://www.usu.edu/hr/files/uploads/Policies/403.pdf>)