

EdTech 561
Research In Educational Technology
Fall, 2009

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Room 311, College of Education
Office Hours: Tues/Wed/Thurs : 1 p.m – 3 p.m

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Required Text:

Leedy, P. D., & Ormrod, J.E. (2010). *Practical research: Planning and design*. Upper Saddle River: Pearson Education.

Course Description: Review and analysis of research studies in educational technology. Foundations in the relationships among research design, measurement, and statistics; methodology for designing, conducting, and reporting educational technology research.

Course Objectives:

- Define and apply fundamental concepts of educational research.
- Become a critical reviewer and evaluator of research in the field of educational technology.
- Understand the steps involved in the research process and be able to plan accordingly.
- Identify and describe a research problem and relevant subproblems.
- Conduct a literature review on a topic in educational technology.
- Understand the characteristics of qualitative and quantitative research methodologies and determine the best uses of each methodology.
- Become familiar with ethical research practices and successfully complete the Collaborative Institutional Training Initiative (CITI) program for the protection of human subjects.
- Design an empirical research project using qualitative and/or quantitative research methodologies.
- Determine appropriate data collection techniques and strategies for analyzing data.
- Use *Excel* to perform statistical analyses.
- Prepare a proposal, in communication with your advisor, outlining a research project in educational technology.

Conceptual Framework

- College of Education Conceptual Framework
[The Professional Educator](#)
- Department of Educational Technology
[Mission Statement](#)

Course Policies

Procedures - each week follow the instructions contained in Blackboard for the week. Instructions will be located in the assignments area of Blackboard and will contain a link to one or more audio presentations discussing the week's activities.

Communication – the instructor will respond to emails and/or phone calls in a timely manner – usually within 24 hours (weekdays, but may be longer on a weekend). If you do not receive a timely response, please contact her again to make sure that the communication was received. Your instructor will communicate with you through your BSU BroncoMail account so be sure to check your email often.

Posting of Assignments – assignments will always be posted at least one week in advance of the assignment due date giving you a minimum of one week to complete. Be aware that the university “recommends that you plan on 3-4 hours of course work per credit per week for Distance Ed classes. For example, a 3-credit class would require 9-12 hours of your time per week ([BSU Distance Education](#)).”

Assignment Submissions – all assignments must be submitted on Tuesday of each week by midnight Mountain Standard Time (MST). Due dates and assignment requirements will be clearly outlined in Blackboard. Completed assignments will generally be sent as an attachment to an email (titled as “Your last Name Week ___”), uploaded in the digital dropbox, or may require postings in the Discussion Area. I will try to send you an email to let you know that I have received the assignment within 24 hours. (*Remember: Always save a copy of your assignment (hard drive and on another storage medium)*)

Feedback/grades – your assignments will be reviewed and evaluated by the instructor within one week after the assignment due date. Depending upon the assignment, you will receive a rubric with comments or receive points earned for assignment completion. Please check the gradebook area of Blackboard by the Tuesday following the assignment due date. If you do not have an assigned grade, please contact the instructor.

Late assignments - late assignments may be reduced in grade by 10% for every day they are late.

Special Circumstances – please let the instructor know of any events/circumstances that may affect your ability to submit an assignment on time prior to the due date.

Technical Difficulties – on occasion, you may experience problems with accessing Blackboard or class files located within Blackboard, with your Internet service, and/or other computer related problems. Do make the instructor aware if a technical problem prevents you from completing coursework.

BSU Help Desk (Broncomail) -

http://helpdesk.boisestate.edu/students/broncomail/getting_started.shtml

Blackboard Assistance – blackboard@boisestate.edu

Academic Honesty – all students are required to abide by Boise State University's Student Code of Conduct on academic dishonesty. <http://registrar.boisestate.edu/Catalogs/02-03UndergradCatalog/Chapter2.pdf>

Assignments completed must be your original work and cannot be used in other courses in the Edtech program.

Reasonable Accommodations - Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the [Disability Resource Center](#) at 208-426-1583 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability.

Schedule for Fall, 2009

Wk	Topic	Readings	Completion Date
1	Introduction to Course What is research? Edtech M.S. Requirements and Process Reviewing/evaluating research articles BSU Library Services	Practical Research --- Chapters 1 & 2	Sept. 1
2	Begin Literature Review - APA Possible Research Problems/subproblems Components of comprehensive problem statements	Practical Research --- Chapters 3 & 4	Sept. 8
3	Planning a research project Writing the Research Proposal Research Compliance Training Continue on literature review	Practical Research --- Chapters 5 & 6	Sept. 15
4	Qualitative Research/Historical Outline of Literature Review Due - References	Practical Research --- Chapters 7 & 8	Sept. 22

5	Qualitative Research	Reviewing qualitative research studies	Sept. 29	
6	Literature Review Due		Oct. 6	
7	Descriptive Research	Practical Research --- Chapter 9	Oct. 13	
8	Experimental and Ex Post Factor Designs	Practical Research --- Chapter 10	Oct. 20	
9	Analyzing Quantitative Data	Practical Research --- Chapter 11	Oct. 27	
10	Analyzing Quantitative Data	Meet with your advisor	Nov. 3	
11	Analyzing Quantitative Data		Nov. 10	
12	Style, Format & Organization of Proposal – Begin rough draft of proposal		Nov. 17	
13			Thanksgiving	
14	Proposal Draft Due		Dec. 1	
15	Review/Editing of Proposal		Dec. 8	
16	Final Research Proposal Due		Dec. 15	

Grading Policy

Final Grade	Grade Scale
Weekly assignments - 30% Proposal - 70%	94 – 100% = A
	90 – 93% = A -
	87 – 89% = B +
	84 – 86% = B
	80 – 83% = B -
	77 – 79% = C +
	74 – 76% = C
	70 – 73% = C -
	67 – 69% = D +
	64 – 66% = D
	60 – 63% = D -
59 – Below = F	