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## EDTECH 650

### Research in Educational Technology

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Boise State University  
Educational Technology Department  
Fall 2016  
Online Graduate Course

Required Textbooks:

- Creswell, J. W. (2010). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (5th Ed.).
  - American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Ed.)
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## Overview

The overall goal for the course is to review quantitative and qualitative research in education, and focus on research studies and methodologies in Educational Technology. Foundations in the relationships among research design, measurement, and statistics; methodology for designing, conducting, and reporting educational technology research.

## Objectives

Following the course, students will be able to:

- Define the fundamental concepts of educational research
- Explain the major aspects of the “media comparison debate” for both academic and non-academic audiences
- Explain the characteristics of various approaches to educational research
- Describe the steps involved various research processes
- Identify and describe a research problem and relevant sub-problems
- Specify a research purpose and research questions or hypotheses
- Become a critical reviewer and evaluator of research in the field of educational technology
- Correctly apply APA 6th style (for in-text citations and references) on all written assignments

Additionally, the course is guided by another set of well-known “Instructional Design” standards developed by the Association for Educational Communications and Technology (AECT). These standards can be seen at:

<http://www.aect.org/standards/initstand.html>

## Requirements

- A personal, internet-connected computer to which you have *regular* access
- Access to desktop productivity software
- Accounts on Google Drive and VoiceThread
- A microphone and a webcam to create presentations in VoiceThread and chat via voice and/or video via the computer
- Materials downloaded from the course learning management system

## General outline and course format

- This is an online course delivered in Moodle (<http://edtech.mrooms.org/>). The Moodle login page explains how to login to Moodle. Contact Moodle Support at [moodlesupport@boisestate.edu](mailto:moodlesupport@boisestate.edu) if you have problems accessing Moodle.
- Discussion questions, assignments, and activities will be posted on Monday of each week. Participations on discussions and assignments will be due Sunday midnight of that week.
- Initial responses to the discussion questions should be posted by Thursday of each week and follow-up responses by Sunday of each week. Active participation is a must. In other words, you don't need to respond to every comment, but you should participate in each of the assigned weekly discussions. Try to synthesize the collected wisdom from the course in a way that makes sense to you. Contribute those ideas and the rest of us will add our thoughts.
- Take time to think reflectively and critically about the readings and discussions. You all have a lot of experience as learners and/or educators that you can use to help you make sense of the ideas and techniques in this class. So, take time to go beyond just reading the text. Explore, discover, and look for connections that are important for your research ideas.
- Finally, writing facilitates the reflective thinking process. One of the advantages of this course is that we will be able to "see" our thought processes. The online discussion and other activities won't be as spontaneous as a "live," in-class discussion, but it will be more than make up for that with its thoughtfulness. When any of us write so others can understand, it requires us to think and explain in a logical manner. This is a helpful tool that enables us to make the connections among ideas.

## Assignments

### ■ *Introductory paper (10%)*

Based on the paper: *No comparison: Distance education finds a new use for “No Significant Difference”* written by B. Lockee, J., Burton & L. Cross, students write individually a two-page reaction/response essay based on authors’ two or three relevant ideas, including what you learned and highlighting any new insights, ideas and/or questions you may have related to the main ideas from the paper.

### ■ *Leading discussion: (15%)*

Groups of students will lead a discussion in Moodle (See schedule). The group will be in charge of creating a VoiceThread (<http://voicethread.com/>) presentation with audio comments explaining the main ideas of the readings, and leading the discussion replying on classmates’ initial answers. The leading group should submit the presentation the Wednesday before of the discussion week to the instructor, and make the necessary changes based on instructor’s feedback by Saturday.

### ■ *Discussions (30%)*

There will be three whole-group discussions. Students will post their initial answers from Monday to Thursday. By Friday, facilitators will post questions/comments to your initial answers. And by Sunday, students will post follow-up answers based on the questions/comments made by the leading group member(s) and/or other classmates. If students don’t have any comments in their initial answers, students must comment/participate on another student’s response.

### ■ *Critique of a Research Article (20%)*

You, with a partner, need to locate a research article of a professional, refereed, research journal on Educational Technology. It has to be published after 2010. This written assignment contains two parts and should be no longer than five pages. First, you and your partner, have to write an abstract that summarizes the article. Second, both of you have to write a critical reaction to the article based on Creswell’s chapter 9 guidelines. The article should be attached to the assignment, and it should follow APA format.

### ■ *Final project – Research Proposal (25%)*

This research proposal is a paper (e.g., 10-20 pages) that is written to explain a research study that you plan to complete. Individually, students will write a research proposal (accompanied by a completed CITI program training) that should include abstract, an introduction that includes a problem statement and research questions, a literature review, a methods section that identifies how the data would be collected.

## Final Grades

Students do not receive a letter grade until the end of the course, after all points have been weighted and calculated.

A	A-	B+	B	B-	C+	C	C-	D	F
94-100%	90-93%	88-89%	84-87%	80-83%	78-79%	74-77%	70-73%	65-69%	< 65%

## Tentative Schedule

Date	Assignments
Aug 22-28	<b>Module 1:</b> Introductions, syllabus, and general information
Aug 29 - Sept 4	Submit Introductory essay (due Sep 4)
Sep 5 – 11	<i>Reading week &amp; Synchronous meeting with leading group #1</i>
Sep 12 -18	<b>Module 2:</b> Discussion #1: Chapters 1, 2 & 3.
Sep 19 - 25	<i>Reading week &amp; Synchronous meeting with leading group #2</i>
Sep 26 – Oct 2	<b>Module 3:</b> Discussion #2: Chapters 4, 5, & 6
Oct 3 - 9	<i>Reading week &amp; Synchronous meeting with leading group #3</i>
Oct 10 – 16	<b>Module 4:</b> Discussion #4: Chapters 7, 8 & 9
Oct 17 - 23	<i>Reading week – Research Designs</i>
Oct 24 - 30	<b>Module 5:</b> Submit article critique paper (due Oct 30)
Oct 31 – Nov 6	<b>Module 6:</b> Submit research proposal ( <i>due Nov 6</i> )
Nov 7 - 13	Research proposal peer-review activity ( <i>due Nov 13</i> )
Nov 14 - 20	<i>Reading week – CITI Training</i>
Nov 21 - 27	<i>Thanksgiving</i>
Nov 28 – Dec 9	Submit updated research proposal ( <i>due Dec 9</i> )

## Course Policies and Procedures

**Late work policy:** All work must be submitted by the date/time it is due if a student wishes to receive full credit. Any work submitted past the due date, even if done according to standards, will receive 80% credit. Work will not be accepted two days after the due date. Excuses are not automatically approved – the student is obligated to email the instructor and explain what has happened (privacy will be respected, and personal details need not be divulged). Late work is ONLY excused for the conditions listed below (but only ONE time in a semester): A medical emergency (personal or very close family); a natural accident (fire, flood, or otherwise) prevents a student from uploading work; an event of extreme consequence to personal or professional life which has deleterious consequences on psyche, time, etc. Any other excuses, like last minute changes to plans, vacations, minor illness, outside activities, poor time management, etc. are not valid excuses.

**Incompletes:** Follow Boise State policy: <http://registrar.boisestate.edu/grades/>

**Netiquette**<sup>1</sup>: Please use the following netiquette guidelines when interact with your classmates:

- Do not dominate any discussion. Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or ☹ can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone’s ability to read or write.
- Share tips with other students.
- Keep an “open-mind” and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the “Send” button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable but be careful that it is not misinterpreted. For example, are you being humorous or sarcastic?

**Time Management:** Be aware that the university “recommends that you plan on 3-4 hours of course work per credit per week for Distance Ed classes.” This means approximately 9 to 12 hours per week for a regular semester. In a summer session, this means that a student can expect to spend an average of 18 hours per week, per course. Please refer to the following to evaluate your readiness for online learning: <http://www.boisestate.edu/distance/students/distancefit.shtml>. For those taking two graduate classes (6 credit hours), this equates to a halftime job in addition to your other responsibilities and obligations.

**Communication:** I will respond to emails in a timely manner – usually within 24 hours (weekdays, but may be longer on a weekend). If you do not receive a timely response within this time frame, please contact me again to make sure that I received your email. If I initiate an email to you, I will use your Boise State email address, so be sure to check that account often.

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<sup>1</sup> Netiquette principles are taken from Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. *Journal of Online Learning and Teaching*, 6(1), 264-267.

**Course Access:** Students are expected to log-in to view the course website at least three times a week, and more often depending on the nature of the task(s) due. For instance, students should log-in daily if they belong to the group leading a discussion.

**Posting of Assignments:** Links to descriptions, rubrics, and templates (if applicable) of major assignments will be posted by the professor at least one week in advance of the due date.

**Assignment Submissions:** All assignments must be submitted on the date due by 11:55PM (Mountain Standard Time). Due dates and assignment requirements will be clearly outlined on the course site. Completed assignments take a variety of forms, so please read the expectations carefully. Please remember to always save a copy of your assignment to some place outside your computer's hard drive. A good practice is to copy yourself on the email with the attached document you send to the instructor.

**Reasonable Accommodations:** If you have any condition, such as a physical or learning disability, which will make it difficult for you to carry out the work as I have outlined it or which will require academic accommodations, please notify me in the first two weeks of the course. To request academic accommodations for a disability, contact the Office of Disability Services at the University. Students are required to provide documentation of their disability and meet with a Disability Specialist prior to receiving accommodations. Information about a disability or health condition will be regarded as confidential.

**Technical Difficulties:** On occasion, you may experience problems with accessing the course website, 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: <http://helpdesk.boisestate.edu/>

**Copyright:** During this course students are prohibited from copying, distributing, forwarding via email or otherwise and selling notes to any person or commercial firm without the specific and written permission of the professor teaching this course. Students may not use any course material (syllabus included) for any purpose without specific and written consent.

**Academic Honesty:** All students are required to abide by Boise State University's Student Code of Conduct. Please refer to the following link: <http://osrr.boisestate.edu/scpcodeofconduct/>

Assignments completed must be your original work, and you CAN NOT copy others' work under any circumstance. In some cases, I will make available examples of prior student work to allow you view what others have done, but the content is not available to be copied. All quotations, paraphrased ideas, and ideas created by others – if used in a document – MUST be properly cited using the guidelines established by the American Psychological Association (APA) 6th Edition: <http://www.apastyle.org/>

**Ethical Expectations:** As a graduate student and professional, you will be held to the highest standard of ethical conduct. The Educational Technology program, the College of Education, and Boise State University expects its students to represent themselves and their work in an honest and forthright manner. Cheating, plagiarism, falsification, or communication that is denigrating to peers and/or faculty will not be tolerated. Such behaviors will be brought to the attention of department administration. In all cases, students will have fair and unbiased opportunities to defend him/herself. Violations of conduct or ethics can result in removal from the program. Students who are unsure what actions might constitute a violation of ethics should consult the course instructor and/or other departmental faculty. <http://osrr.boisestate.edu/scp-codeofconduct/>

**Resolving Problems & Raising Concerns:** If there is a particular issue that arises between students, or between the student and professor, the student is kindly requested to first try to sort out the issue with the other person involved directly – without involving third parties. If two students are having problems that cannot be amicably resolved, then one of them should contact me and describe the problem, what has been done to solve it, etc. If a student has a concern about the

course material or with me personally, s/he should first try to contact me and address the issue(s). If these cannot be resolved to the student's satisfaction, the next step would be to contact the department chairperson or associate chairperson. If the student still feels as though his or her concern has not been adequately addressed, other communication mechanisms are available through the Dean's Office.

## Department of Educational Technology Conceptual Framework

The Department of Educational Technology supports the study and practice of facilitating and improving learning of a diverse population by creating, using, and managing appropriate technological processes and resources. Believing technology is a tool that enhances and expands the educational environment, we promote the use of current and emergent technologies for teaching and learning in a dynamic global society. Educational technologists are leaders and innovators, serving in institutions of higher education, public or private school settings, federal, state or local educational agencies, community organizations, and the private sector. <http://edtech.boisestate.edu/>

## College of Education Mission Statement

The mission of the College of Education at Boise State University is to prepare professionals using models that incorporate integrated teaching and learning practices to ensure high levels of knowledge and skill, commitment to democratic values, and the ability to work with a diverse population. As part of the only metropolitan institution in Idaho, the College of Education provides a collegial environment that supports a wide range of research and scholarly activity intended to advance knowledge and translate knowledge into improved practice at the local, national, and international levels. The College promotes the healthy development of society through outreach, partnership, and technical assistance activities that focus on organizational renewal. It advances personal excellence and respect for individuals <https://education.boisestate.edu/teachered/conceptual-framework/>

## Instructor and Student Expectations

The following course contract is based on an article by Deborah A. Byrnes in the November 2001 issue of The Teaching Professor (Byrnes, 2001). This contract lays the framework for our course.

Students in the course have a right to expect:

- complete contact information for the professor
- a complete syllabus with clearly stated assignments, due dates, course objectives, and a fair grading policy
- a course that begins and ends within the time allotted for the semester
- opportunities to discuss the course, and related topics, with the professor outside of class
- the opportunity to have drafts of papers/assignments reviewed by the professor if submitted well in advance of the due date
- the return of papers/assignments in a timely manner (provided they were turned in on time)
- re-evaluation of any work that a student thinks may have been graded unfairly
- assistance in locating supporting materials to complete papers/assignments

The instructor has the right to expect that students will:

- prepare for each instructional module by reading all required assignments
- understand online learning moves quickly and requires self-discipline
- students will actively participate in the discussion online (when required) for the same amount of time each week that he/she would normally spend in the classroom for a 3-hour course spend an adequate amount of time preparing for the course; it is estimated for a graduate course such as this that prep time will be three times the amount of time as in-class time
- actively participate in online discussions (when required), serving as both student and teacher
- ask for clarification or assistance when needed
- share any concerns regarding the course in a timely manner
- turn in assignments on time
- inform the professor about any extenuating circumstances affecting course participation
- observe codes of academic honesty in the completion of all course work

Byrnes, D. A. (2001). Course contract encourages student responsibility and civility. *The Teaching Professor*, 15(9).  
Madison, WI: Magna Publications.