EDSU 906
Research Methods II (Qualitative & Quantitative)
Fall/2019

Dr. Erin Redman

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*"**Education** is the most effective means that society possesses for confronting the challenges of the future. Indeed, education will **shape the world** of tomorrow"*
(UNESCO, 1997, pp. 17)

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Course Description

In this course, you will examine qualitative and quantitative research methods using existing technological software. Through exploring research methods used in educational sustainability and your own data, this course aims to build your capacity for describing social behavior, interpret meaning and significance using data visualization techniques, descriptive analysis, and empirical theory.

Program Learning Outcomes

LO #7: Students will be able to develop a research study that supports the principles of sustainability
a. identify gaps or horizons in research and practice as part of developing a research study that advances the field of sustainability through education, community, and business systems
b. conduct a quantitative and/or qualitative study that explores the topic identified in their study
LO #8: Students will be able to use and analyze data for informed decision making in professional practice
a. interpret data, draw conclusions, and disseminate data in a way that can be understood by the general public
b. interpret data to infer conclusions about current sustainability practices as they relate to professional practice.

Student Learning Outcomes (SLO)

A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) because of a learning experience.

Students will be able to:

1. articulate critical research methods in educational sustainability, including an array of data collection methods and analytical methods (qualitative and quantitative)
2. classify research methods that are commonly used in the field of educational sustainability
3. build ones' research methodology and justify your approach
4. identify diverse technology options for analyzing different types of data
5. build visual and oral communication skills
6. succinctly present your research to a community of experts and non-experts

Evaluation of Core Course Projects

Core Projects	Brief Description	Learning Outcomes Met (#)
Research Methods in the Literature	There are a variety of data collection and analysis methods that are used by researchers in educational sustainability. In this project, you will explore the research and contextualize your research methods based on an understanding of the literature.	SLO (1,2,3)
Technology used in data analysis	This collaborative project includes not only understanding technology/tools used to analyze data, but each group will select one technology that you will 'teach' the cohort about.	SLO (4, 5)
Mock conference presentation	There is a philosophical assumption under each position. Express yours in writing.	SLO (5,6)

Holistic Grading System

All work should be completed in a progressive manner to allow instructor to give continual feedback for improvement. This feedback may come in the form of engaging in the discussions and project work as well as assignments submitted. It is expected that students incorporate feedback for improvement for their future work. Holistic work for three projects will be evaluated against the holistic grading rubric for the midterm and final grade.

Assessment Requirements:

> Project 1: Document/Table summarizing research articles provided by the instructor and presentation of articles related to your research approach
> Project 2: Technology Presentation
> Project 3: Data Analysis & Mock Conference Presentation

Complete Rubrics:

1. Midterm
   a. Student submits holistic grading rubric
   b. Instructor responds to holistic grading rubric
   c. Set up a 15 minutes meeting with instructor
2. Final
   a. Student submits holistic grading rubric
   b. Instructor responds to holistic grading rubric
   c. Set up a 15 minutes meeting with instructor

Holistic Grading Criteria Rubric

A = Strong Evidence = Distinguished   B = Evidence Found = Competent   C = Emerging Evidence = Emerging

D = Weak Evidence = Developing   F = No evidence = Fail = F

CRITERIA
Conceptual: Connects concepts to other subject Improves work based on feedback from instructor and peers Applies content to new ideas
Skill acquisition: Demonstration effective critical analysis Utilization of valid and reliable support resources Uses APA format citation correctly Doctoral level writing standard
Workflow: Follows project guidelines and navigates flow of a project
Peer support: Consistent and ongoing collaboration and sharing Fosters deeper understanding in the group
Communication: Timely, active ongoing engagement Effective, professional written communication

NOTE: Minuses and pluses are earned if you fall within the middle of the listed criteria table.

Required Course Materials

Required reading will be articles assigned in the course.

EDSU Library Guide

http://libraryguides.uwsp.edu/edsu908

Supplemental

Merriam, S. & Tisdell, E. (2016). *Qualitative Research: A Guide to Design and Implementation*. San Francisco, CA: Jossey Bass.

Fahy, F. & Rau, H. (Eds). (2013) *Methods of Sustainability Research in the Social Sciences*. SAGE Publications.

Quimby, E. (2012). *Doing qualitative community research: Lessons for faculty, students and the community*. Retrieved from https://ebookcentral.proquest.com

Technology Workflow Policy

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly other than (Edublog) which is password protected but you can share the password of your site. Some assignments require account creation for online programs. In any technology we use, your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission, including FlipGrid, which is also password protected. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then you may request an alternative mode of delivery.

Technology Workflow Guidelines

Introduction

As you will be learning about how we change systems of teaching and learning, in your studies, you will have an opportunity to embody this by the workflow set forth in your studies. As you will see, I do not have everything set up "packaged" in modules or anything of the sort. Instead, we will work on projects – as a class, in small groups, and individually. We will practice a Sustainable Education by building in a handful of "tools" and skills you will use for sustaining your studies. The intention is to use technology intentionally to build both individual, student to teacher, student-to-student and group collaboration bring your learning to life...remotely.

Coming at this from an ontology of systems thinking and emergent properties. (An emergent property is a property, which a collection or complex system has, that cannot occur as an individual alone.) For our case, we are using this thinking to build several forms of technologies to come together to offer a whole, meaningful learning experience for you.

The other way I think of an emergent property is in how we function as a cohort community of learners. With respect that every bit of technology will not be everyone's favorite, we will commit to what we know is for the good of the whole. With that, there may be some technology that we choose that works best, what might need to be dismissed and what might need to be added. I invite you to please give it a try!

Doctoral Studies Workflow

Microsoft Teams

Our course will entirely be accessible in Teams.

You can see the articles in "Files" and the "Project Overviews" in Assignments. We will schedule video seminars (we may potentially move these to Zoom).

Microsoft Teams is yours that will stay with you throughout the duration of your studies.

Please watch this video to learn about Teams: https://support.office.com/en-us/article/Microsoft-Teams-Quick-Start-422bf3aa-9ae8-46f1-83a2-e65720e1a34d

We mostly use Teams for communication outside of class/Canvas. It is a good place to Chat me, seek advising, ask one on one questions privately, connect with a classmate outside of class, connect with other cohort members and to access the Cross-cohort HUB and the Writing HUB.

Doctoral Communications

I will answer to communications via email and Teams Chat (within 24-48 hours unless, otherwise stated of my absence e.g. illness.

Teams Chat

This is the best place to connect with me quickly is Teams Chat. We also have a groups chat for us to communicate as a group.

Email

Use for personal concerns or formal requests, email works.

Edublog

Throughout your studies, you will maintain EduBlog for product pieces and blog type of interaction. I will not grade or comment/critique your work in EduBlog. That type of feedback will occur in Canvas before you upload a piece. You are more than welcome to upload other pieces not required, to EduBlog as your portfolio, and thoughts and ideas grow.

Literature Research and Reference Management

End Note (individual with limited social/sharing)

REQUIRED: EndNote is supported by the UWSP library and is very good for reference management and advance writing integration. I did add you all to a group account so we can share articles that we find during library searches. The one drawback is that you cannot sub-group the articles so it may get unorganized fast. There are a couple thins it does not do too well or at all is: social learning; upload articles; or allowing us to subfolder/categorize within a group.

Other Tech Software

In addition to these main workflow technologies, you may be introduced to project dependent technologies/software integrated into Canvas.

Plan on seeing the following in various courses as needed (not comprehensive):

1. **LucidChart** – mapping (good for lots of things!)
2. **Tiki-toki** – interactive historical timeline
3. **Flipgrid** – short video recorded discussions

Inclusivity Statement

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, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Communicating with your Instructor

Standard protocol is to allow 24-48 hours for a return communication. I am usually quicker than this! ☺ There is no shortage of ways to get a hold of me and please reach out to me. I am here for you as your #1 cheerleader!

CHAT TEAMS AND EMAIL: The quickest way to reach me is using Remind App for short messages. For course subject matter related questions and dialogues, Chats in Teams is best. For longer more program procedural type of correspondence email at: eredman@uwsp.edu

CALL: Call my office any time (715-346-2542). Leave a voicemail if I do not answer. Voicemail goes to me email so I know if you call and can get back to you soon.

VIDEO: Teams has a video feature. Works GREAT for easy, quick connection. Depending on your needs, we can set up a way to communicate via video for a time to chat in more depth. I can also be reached on Skype: erin.frisk

I am available online or in person by appointment. I aim to have some time available in the evening and some weekends to accommodate working adult schedules. My Outlook calendar is up to date and as a student, you have access to the calendar to schedule a time to meet me. Other ways we can communicate is through Microsoft Teams (video, audio, synchronous chat). I am open to various ways of communicating that allow us to be in touch; online learning can be lonely if you do not reach out. Please reach out to me and/or your cohort members.

Communicate Clearly and Correspondences

Correctly title emails. If it is a topic change, be sure to start a new email that is labeled with the matching topic. Include the entire thread of an ongoing email conversation so that I can recall the history of your question/s without searching past emails. I will not open attachments without messages indicating what it is. If your correspondence is content/subject matter related, I would prefer you use the course workflow communication, so we can keep track of correspondences in one place (Teams or Canvas).

Attendance and Participation

Participation is expected. Attendance at synchronous seminars are expected. Ongoing visibility on projects is expected. If I do not "see" you, I will reach out to you. If you are having issues and need to step out for a few days/week, please let me (and your classmates know) if it will affect your contributions to projects. Communication is KEY! See holistic grading rubric you have all contributed to setting for your studies. The course are set up in a way to maximize workflow at an adult learning level. My expectation is that you are active in the projects assigned at a timely pace.

Incompletes

Incompletes are last resort and can be given if minimal work needs completion. You cannot take an incomplete for no or little work completed. The grade will reflect this effort. Please speak with instructor regarding procedure for incompletes.

Late Work

It is important to identify your role in projects and deadlines for projects. Projects have smaller components to them that need to be completed. It is important that you are participating in each of the parts of the projects. The holistic grading rubric criteria holds high standards for timely work. Late work may result in lower marks in this rubric effecting your overall grade. Especially after the first summer term, this will be more adhered to given the learning curve of new technology.

Religious Beliefs Accommodation

It is UW System policy to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements. You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up requirement before or after the regularly scheduled requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 346-3365.

Help Resources (See handbook for more resources)

Writing	Advising	IT Technology Issues
Laurie Schmeling Department of English & School of Education CPS 431 lschmeli@uwsp.edu Phone: (715) 346-3790	**Joy O'Neil** Director of Educational Sustainability Assistant Professor joneil@uwsp.edu Phone: 715-346-3292 Office: CPS 437	The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this link for more information.

Academic Honesty

UWSP 14.01 Statement of principles

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.

UWSP 14.03 Academic misconduct subject to disciplinary action.

(1) Academic misconduct is an act in which a student:
   (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
   (b) Uses unauthorized materials or fabricated data in any academic exercise;
   (c) Forges or falsifies academic documents or records;
   (d) Intentionally impedes or damages the academic work of others;
   (e) Engages in conduct aimed at making false representation of a student's academic performance; or
   (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to:
   • Cheating on an examination
   • Collaborating with others in work to be presented, contrary to the stated rules of the course
   • Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another

- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Student suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the University System Administrative Code, Chapter 14.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.