



DL5803 Evaluation and Assessment of Instructional Design

Syllabus *Course Overview*

Course Guide

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Course Author

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Course Description*

This course will address multiple design modes in creating effective research studies to enhance instructional design and education as a whole. Assessment and evaluation of instructional activities will be explored within various experiences, including evaluation of course design as well as assessment of participant learning. Approaches to determining evaluation options for both levels are explored using evidence based assessment methods. Students will explore data gathering and analysis, as well as application of findings for continuous improvement of learning activities.

**Please note that licensure and certification requirements for educators vary from state to state. Educators interested in pursuing their graduate education through the American College of Education should check with their respective state Department of Education for determining the certification requirements of their state.*

American College of Education Mission

The mission of American College of Education is to deliver affordable, online degree programs that provide evidence-based content and relevant experiences to improve educators' knowledge, skills and performance.

Conceptual Framework

To achieve these goals, "Education for RESULTS" was selected as the overarching theme for the unit's Conceptual Framework. The acronym, RESULTS, stands for Relevance, Evidence based, Student-focused, Unity and diversity, Leadership, Technology, and Systemic change. See www.ace.edu for an in-depth discussion of the Conceptual Framework theme.

Course Alignments

Course Objectives Aligned to Outcomes and Standards

| Course Objectives Aligned to National and State Standards | Link to Academic Outcomes | Link to Program Outcomes | Link to Program Dispositions |
|--|---------------------------|--------------------------|------------------------------|
| 1. Explain various facets of the research process is and what is comprised of it when executing instructional design principles. | | | |
| 2. Understand various ethical concerns that can arise from research obtainment and how it can affect instructional design. | | | |
| 3. Describe various qualitative methods that could be executed in creating effective course designs. | | | |

| Course Objectives Aligned to National and State Standards | Link to Academic Outcomes | Link to Program Outcomes | Link to Program Dispositions |
|---|---------------------------|--------------------------|------------------------------|
| <p>4. Describe various quantitative methods that could be used when developing instructional materials.</p> | | | |
| <p>5. Understand that mixed method studies which employ qualitative and quantitative methods can be used together in determining improvements of learning activities.</p> | | | |

| Course Objectives Aligned to National and State Standards | Link to Academic Outcomes | Link to Program Outcomes | Link to Program Dispositions |
|---|---------------------------|--------------------------|------------------------------|
| <p>6. Create measurement tools that can be applied in an instructional design environment both academically and professionally.</p> | | | |
| <p>7. Analyze and review results from measurements created to determine potential learning outcomes and future improvements.</p> | | | |
| <p>8. Engage as a reflective student and collaborator to the course and how skills learned can be applied to a design of instructional materials.</p> | | | |

Online Instructional Delivery

Instruction is provided in an online format that is interactive and collaborative. Technology standards aligned to the International Society for Technology in Education (ISTE) National Educational Technology Standards for Coaches and Teachers are integrated throughout the coursework. Online course components include video presentations; authentic application assignments; formative, summative, and diagnostic assessments; self-evaluations; and reflections. Readings in each course provide students current, relevant research on evidence-based practices in education. Students communicate with their professors and each other in an online discussion. The discussion provides opportunities to debate, reflect on, and share knowledge and skills. Application assignments and assessments demonstrate the integration of technology.

| DL5803 Evaluation and Assessment of Instructional Design | ISTE NETS – Coach | ISTE NETS – Teacher |
|---|--|--|
| Utilize a Learning Management System (LMS) to access presentations, course documents, and other course materials. | 3 | 3 |
| Collaborate with instructors and peers in posting group discussion threads. | 3, 6 | 3, 5 |
| Communicate with instructors and peers via email and discussion threads. | 3, 6 | 3, 5 |
| Access course resources via online searches of databases. | 3, 6 | 3, 5 |
| Use American Psychological Association (APA) style to cite sources and develop references lists. | 3, 6 | 3, 5 |
| Locate and evaluate Websites and online resources to access information and articles on cross-cultural studies and culturally and linguistic diversity. | 3 | 3 |
| Access and apply technology tools appropriate for use in instructional settings and sharing with students. | 1, 2, 3 | 1, 2, 3 |
| Use digital tools to develop products and content to enhance communication and productivity. | 3 | 3 |

Application Assignments Aligned to Course Objectives

| Module | Assignment Description | Course Objectives |
|---|---|-------------------|
| 1 Analysis/ Application <i>“Review of Ethics in Educational Research and Instructional Design”</i> | In this assignment, you will review the concept of ethics in research and provide your opinion to how important or unimportant it is in the realm of research. Please understand that the assignment that is asked of here should be done ONLY by yourself. This is a learning opportunity in research fundamentals. | 1, 2 |
| 2 Analysis/ Application <i>“Qualitative Research Methods Overview”</i> | This assignment focuses on one coming up with a topic and audience that they are going to compile a research study for. This part of the course asks one to critically think about which methods they would like to use as well as go online and discover others that they may want to apply to their personal project. | 1, 3 |
| 3 Application <i>“Quantitative Research Methods Overview”</i> | This assignment asks one to converse about some of the most common methods of quantitative research and how it would be beneficial in the research study of choice. As part of the assignment here, they would be required to provide others as well as the teacher the methods they would use in their study and why. | 1, 4 |
| 4 Application <i>“Application of Research Methods & Creation of Sample Measurements”</i> | In this assignment, students create a video or screencast of their lesson, module, or course. They also write a short paper describing the process used in creating the video. Additionally, students would be required to briefly justify the final choices they made for research methods applicable to their study. | 2, 5, 6, 8 |
| 5 Application/ Reflection <i>“Final Submission and Reflection”</i> | In this two-part assignment, students revise and submit their final video lesson and paper. They also reflect on course learning and relate their learning to at least one college disposition. | 7 & 8 |

Module Outline

Start Here Module

GETTING TO KNOW YOU DISCUSSION

PRE-COURSE SELF-EVALUATION

Pre-Course Self-Evaluation Validation

Module 1: Educational Research Fundamentals & Ethics

COURSE OBJECTIVES

- Explain various facets of the research process and what is comprised of it when executing instructional design principles.
- Understand various ethical concerns that can arise from research obtainment and how it can affect instructional design.

MODULE OBJECTIVES

- Understand the definition of research and the concept of different types of observations.
- Explain the difference between the scientific method and scientific process and how they apply to educational research.
- Discuss common ethical issues that can arise in research studies.
- Discuss ways to prevent/combat possible ethical issues and provide examples of data collections gone wrong.

MANDATORY ATTENDANCE VERIFICATION

For all electronically delivered credit hour courses at American College of Education, attendance is measured by student's engagement in the course at least once in the first five days of the term. **To maintain registration in the course, students must complete the Mandatory Attendance Verification form by 5:00 PM PT on Friday of the first week.** Students who do not complete the Attendance Verification form by 5:00 PM PT on the Friday of the first week of the term are administratively withdrawn from the course.

REQUIRED READINGS

Cohen, L. Manion, L. & Morrison, K. (2007). *Research Methods in Education*. Abingdon, Oxon, UK. 15-19.

Driscoll, D. L. (2011). Introduction to Primary Research: Observations, Surveys, and Interviews. *Writing Spaces: Readings on Writing*, 2, 153-154.

Europe, Alzheimer. (2009, August 21). Philosophies Guiding Research. Retrieved from

<http://www.alzheimer-europe.org/Research/Understanding-dementia-research/Types-of-research/Philosophies-guiding-research>

Michael, Robert S. (2002). Inquiry & Scientific Model. Retrieved from

http://www.indiana.edu/~educy520/sec5982/week_1/inquiry_sci_method02.pdf.

Nunan, D. (2000). Research methods. *Routledge Encyclopedia of Language Teaching & Learning*, 515-520.

Resnik, D. B. (2011, May 1). What is Ethics In Research & Why Is It Important? Retrieved from <http://www.niehs.nih.gov/research/resources/bioethics/whatis/>

Smith, D. (2003). Five principles for research ethics. *American Psychological Association*, 34(1), 56-61.

Wells, R. R., Kolek, E. A., Williams, E. A., & Saunders, D. B. (2015). "How We Know What We Know": A Systematic Comparison of Research Methods Employed in Higher Education Journals, 1996-2000 v. 2006-2010. *Journal Of Higher Education*, 86(2), 171-195.

Westwood, P. S. (2008). *What Teachers Need to Know About Teaching Methods*. Camberwell, Vic: ACER Press, 82-88.

READING PROGRESS MONITOR

PRESENTATIONS

- Part 1 – Course Introduction, Definitions of Research and Different Types of Observations
- Part 2 – Differences between Scientific Method & Process and Relation to Educational Research
- Part 3 – Ethical Issues in Educational Research Studies
- Part 4 – Prevention of Ethical Issues and Examples of Wrongdoing

PRESENTATION PROGRESS MONITOR

REVIEW

DISCUSSION

Overview of Research Methods & Ethics

Required: Original post (including information from one professional, scholarly source outside the course) and two responses to colleagues per module (18 points)

ASSIGNMENT

Analysis/Application,

“Review of Ethics in Educational Research and Instructional Design”

(30 points)

MODULE 1 QUIZ



Module 2: Qualitative Methods of Data Collection

COURSE OBJECTIVES

- Explain various facets of the research process and what is comprised of it when executing instructional design principles.
- Describe various qualitative methods that could be executed in creating effective course designs.

MODULE OBJECTIVES

- Briefly introduce the most common methods of research that can be executed by an instructional designer/technologist (qualitative, quantitative, and mixed methods).
- Explain in brief the purpose of qualitative research and why it is important to use in instructional design research.
- Explain what some of the most commonly-used qualitative methods could be used in instructional design practices.
- Provide an opportunity for students to discuss methods learned and researched that are qualitative-based and why they would choose mentioned method(s).

REQUIRED READINGS

Cirocki, A. A. (2013). Conducting research in the classroom. *Modern English Teacher*, 22(2), 63-69.

Horne, S., Murniati, C. T., Saichaie, K., Jesse, M., Florman, J. C., & Ingram, B. F. (2014). Using Qualitative Research to Assess Teaching and Learning in Technology-Infused TILE Classrooms. *New Directions For Teaching & Learning*, 2014(137), 17-26. doi:10.1002/tl.20082

Marshall, C., & Rossman, G. B. (1999). *Designing Qualitative Research*, 3e. Thousand Oaks, CA: Sage. 21-54.

Osler, J. E., & Mansaray, M. (2014). A MODEL FOR DETERMINING TEACHING EFFICACY THROUGH THE USE OF QUALITATIVE SINGLE SUBJECT DESIGN, STUDENT LEARNING OUTCOMES AND ASSOCIATIVE STATISTICS. *Journal On School Educational Technology*, 10(1), 22-35.

Rinke, C. C., & Stebick, D. M. (2013). "Not Just Learning About It But Actually Doing It": The Evolution of a Teacher Inquiry Culture. *Action In Teacher Education*, 35(1), 7284. doi:10.1080/01626620.2012.743443

Wienclaw, R. A. (2009). Quantitative and Qualitative Analysis. *Research Starters Sociology* (Online Edition).

Yanchar, S. C., South, J. B., Williams, D. D., Allen, S., & Wilson, B. G. (2010). Struggling with Theory? A Qualitative Investigation of Conceptual Tool Use in Instructional Design. *Educational Technology Research And Development*, 58(1), 39-60. doi: 10.1007/s11423-009-9129-6

READING PROGRESS MONITOR

PRESENTATIONS

- Part 1 – Most Common Methods of Research Used by Instructional Designers/ Technologists
- Part 2 – Qualitative Research Fundamentals
- Part 3 – Commonly-Used Qualitative Research Methods
- Part 4 – Discussion of Qualitative Research Methods Learned & Researched

PRESENTATION PROGRESS MONITOR

REVIEW

DISCUSSION

Qualitative Research Discussion

Required: Original post (including information from one professional, scholarly source outside the course) and two responses to colleagues per module (18 points)

ASSIGNMENT

Analysis/Application, “*Qualitative Research Methods Overview*” (30 points)

MODULE 2 QUIZ

Module 3: Quantitative Methods of Data Collection

COURSE OBJECTIVES

- Explain various facets of the research process and what is comprised of it when executing instructional design principles.
- Describe various quantitative methods that could be used when developing instructional materials.

MODULE OBJECTIVES

- Explain in brief the purpose of quantitative research and why it is important to use in instructional design research.
- Discuss the concept of hypothesis testing and why it is important in quantitative research (as well as qualitative).
- Evaluate different examples of quantitative research that were found in materials provided.
- Provide an opportunity for students to comment on their reasoning why to use quantitative research methods in addition to qualitative methods.

REQUIRED READINGS

C.D.C. (2008, July). Using Graphs To Illustrate Quantitative Data. Retrieved from <http://www.cdc.gov/healthyouth/evaluation/pdf/brief12.pdf>.

Guo-Heng, L., Eric ZhiFeng, L., Hung-Wei, K., & Shyan-Ming, Y. (2014). Design and Implementation of a Simulation-Based Learning System for International Trade. *International Review Of Research In Open & Distance Learning*, 15(1), 203-226.

Hampden-Thompson, G., & Sundaram, V. (2013). Developing Quantitative Research Skills and Conceptualising an Integrated Approach to Teaching Research Methods to Education Students. *AISHEJ: The All Ireland Journal Of Teaching & Learning In Higher Education*, 5(3), 901-9024.

Kirklees. (2015). Research and Consultation Guidelines. Retrieved from <https://www.kirklees.gov.uk/community/yoursay/Questionnaires.pdf>.

Muijs, D. (2011). *Doing Quantitative Research in Education with SPSS, 2e*. Thousand Oaks, CA: Sage. 1-10.

Richardson, J. C., Maeda, Y., & Swan, K. (2010). Adding a Web-Based Perspective to the Self-Assessment of Knowledge: Compelling Reasons to Utilize Affective Measures of Learning. *Academy Of Management Learning & Education*, 9(2), 329-334. doi:10.5465/AMLE.2010.51428555

Stes, A. A., De Maeyer, S., Gijbels, D., & Van Petegem, P. (2012). Instructional development for teachers in higher education: effects on students' learning outcomes. *Teaching In Higher Education*, 17(3), 295-308. doi:10.1080/13562517.2011.611872

READING PROGRESS MONITOR

PRESENTATIONS

- Part 1 – Quantitative Research Fundamentals
- Part 2 – Hypothesis Testing
- Part 3 – Commonly-Used Quantitative Research Methods
- Part 4 – Discussion of Quantitative Research Methods Learned & Researched

PRESENTATION PROGRESS MONITOR

REVIEW

DISCUSSION

Quantitative Research Discussion

Required: Original post (including information from one professional, scholarly source outside the course) and two responses to colleagues per module (18 points)

ASSIGNMENT

Application, “Quantitative Research Methods Overview”
(30 points)

MODULE 3 QUIZ

Module 4: Designing Effective Instructional Design Research Tools

COURSE OBJECTIVES

- Understand various ethical concerns that can arise from research obtainment and how it can affect instructional design.
- Understand that mixed method studies which employ qualitative and quantitative methods can be used together in determining improvements of learning activities.
- Create measurement tools that can be applied in an instructional design environment both academically and professionally.
- Engage as a reflective student and collaborator to the course and how skills learned can be applied to a design of instructional materials.

MODULE OBJECTIVES

- Describe best practices that should be used when developing research studies that are qualitative and quantitative in nature.
- Discuss methods that instructional designers / technologists may want to use to obtain the richest data sets.
- Incorporate in ethical considerations as part of the measurement development process.
- Create a sample set of measurements that could be used in data collection processes..

REQUIRED READINGS

- Domun, M., & Bahadur, G. K. (2014). Design and Development of a Self-Assessment Tool and Investigating its Effectiveness for E-Learning. *European Journal Of Open, Distance & E-Learning*, 17(1), 1-25. doi:10.2478/eurodl-2014-0001.
- Hattie, J. (2015). High-Impact Leadership. *Educational Leadership*, 72(5), 36-40.
- Kaden, U. U., & Patterson, P. P. (2014). Changing Assessment Practices of Teaching Candidates and Variables that Facilitate that Change. *Action In Teacher Education*, 36(5/6), 406-420. doi:10.1080/01626620.2014.977700
- Labor, United States Department of (2011). Best Practices in Instructional Design for Web-Based Training. Retrieved from <http://www.dol.gov/oasam/learninglink/2011BestPractices.pdf>.
- Lund, T. T. (2012). Combining Qualitative and Quantitative Approaches: Some Arguments for Mixed Methods Research. *Scandinavian Journal Of Educational Research*, 56(2), 155-165. doi:10.1080/00313831.2011.568674
- Venkatesh, V., Brown, S. A., & Bala, H. (2013). BRIDGING THE QUALITATIVEQUANTITATIVE DIVIDE: GUIDELINES FOR CONDUCTING MIXED METHODS RESEARCH IN INFORMATION SYSTEMS. *MIS Quarterly*, 37(1), 21-54.

Watt, S., Vajoczki, S., Voros, G., Vine, M. M., Fenton, N., & Tarkowski, J. (2014). Lecture Capture: An Effective Tool for Universal Instructional Design?. *Canadian Journal Of Higher Education*, 44(2), 1-29.

READING PROGRESS MONITOR

PRESENTATIONS

- Part 1 – Best Practices for Research Studies
- Part 2 – Optimizing Data Sets & Collections
- Part 3 – Ethical Considerations to Data Collections
- Part 4 – Creating Effective Measuring Instruments

PRESENTATION PROGRESS MONITOR

REVIEW

DISCUSSION

Mixed Methods Research Discussion

Required: Original post (including information from one professional, scholarly source outside the course) and two responses to colleagues per module (18 points)

ASSIGNMENT

Application, “*Application of Research Methods & Creation of Sample Measurements*” (30 points)

MODULE 4 QUIZ

Module 5: Data Dissemination Best Practices & Personal Reflections

COURSE OBJECTIVES

- Analyze and review results from measurements created to determine potential learning outcomes and future improvements.
- Engage as a reflective student and collaborator to the course and how skills learned can be applied to a design of instructional materials.

MODULE OBJECTIVES

- Evaluate data collection methods that were provided by others in the course against a checklist provided.
- Assess methods that were used as a whole and provide an opportunity for students to comment on ones that should be used that were not provided.
- Explain how research accumulated in a study can affect the instructional design of a course.
- Reflect on how the use of various data collection methods will make instructional design an easier process in the future.

REQUIRED READINGS

Afifi, M, M. & Alamri, S. S. (2014). Effective Principles in Designing E-Course In Light of Learning Theories. *Turkish Online Journal of Distance Education (TOJDE)*, 15(1), 128-142.

Richardson, R. T., Drexler, T. L., & Delparte, D. M. (2014). Color and Contrast in E-Learning Design: A Review of the Literature and Recommendations for Instructional Designers and Web Developers. *Journal Of Online Learning & Teaching*, 10(4), 657-670.

Suhrman, Zain, J. M., & Herawan, T. (2014). Data Mining for Education Decision Support: A Review. *International Journal Of Emerging Technologies In Learning*, 9(6), 4-19.
doi:10.3991/ijet.v9i6.3950

READING PROGRESS MONITOR

PRESENTATIONS

- Part 1 – Evaluation of Data Collection Methods Used
- Part 2 – Procedural Review of Data Collection Method Process
- Part 3 – Application to Instructional Design
- Part 4 – Self-Reflection & Future Applications

PRESENTATION PROGRESS MONITOR

REVIEW

DISCUSSION

Data Mining & Educational Research and Instructional Design

Required: Original post (including information from one professional, scholarly source outside the course) and two responses to colleagues per module
(18 points)

ASSIGNMENT

Application, “*Final Submission and Reflection*”
(30 points)

FINAL EXAM

POST-COURSE SELF-EVALUATION

Post-Course Self-Evaluation Validation

Grading and Evaluation

| | |
|---|-------------------|
| Class Participation | 10 points |
| <ul style="list-style-type: none"> • Reading Progress Monitors (5 progress monitors @ 1 point each) • Presentation Progress Monitors (5 progress monitors @ 1 point each) | |
| Self-Evaluations | 20 points |
| <ul style="list-style-type: none"> • Pre-Course Self-Evaluation (10 points) • Post-Course Self-Evaluation (10 points) | |
| Discussions | 90 points |
| <ul style="list-style-type: none"> • Module Postings (5 discussions @ 18 points each) (One original post and two responses to colleagues per module) | |
| Assignments | 150 points |
| <ul style="list-style-type: none"> • Modules 1-5 Assignments (5 assignments @ 30 points each) | |
| Exams | 120 points |
| <ul style="list-style-type: none"> • Modules 1-4 Quizzes (2 points per item; 40 total) • Final Exam (4 points per item; 80 total) | |
| Total Score: 390 points | |

Grading System

American College of Education uses the following individual letter and numeric grading system. Grade point averages are computed on the following scale with points computed for each hour of credit attempted:

| Total Points | Percentage Average | Letter Grade | Points Per Hour of Credit |
|----------------|--------------------|--------------|---------------------------|
| 350-390 | 90-100 | A | 4 |
| 311-349 | 80-89 | B | 3 |
| 272-310 | 70-79 | C | 2 |
| 233-271 | 60-69 | D | 1 |
| 0-232 | 0-59 | F | 0 |

Course Planning Calendar

| Module | Assignment | Due Date 11:59 p.m (Pacific) |
|--|---|------------------------------------|
| Start Here | Getting to Know You Discussion | TUE |
| | Pre-Course Self-Evaluation | TUE |
| Module 1 Educational Research Fundamentals & Ethics | Mandatory Attendance Verification | FRI (5 PM PT) |
| | Reading Progress Monitor | SUN |
| | Presentation Progress Monitor | SUN |
| | Discussion: <i>Overview of Research Methods & Ethics</i> Original Response* – By Wednesday 11:59 p.m. PT First Response to Colleagues – By Thursday 11:59 p.m. PT Second Response to Colleagues – By Saturday 11:59 p.m. PT *Original post must include information from a professional, scholarly source that is cited in APA style and a complete bibliographic entry in APA style at the conclusion of the post. | WED THURS SAT |
| | Module 1 Analysis/Application: <i>Review of Ethics in Educational Research and Instructional Design</i> | SUN |
| | Module 1 Quiz Open – WED 12:00 a.m. PT Close – SUN 11:59 p.m. PT One hour to complete once started | WED SUN |
| Module 2 Qualitative Methods of Data Collection | Reading Progress Monitor | SUN |
| | Presentation Progress Monitor | SUN |
| | Discussion: <i>Qualitative Research Methods Overview</i> Original Response* – By Wednesday 11:59 p.m. PT First Response to Colleagues – By Thursday 11:59 p.m. PT Second Response to Colleagues – By Saturday 11:59 p.m. PT *Original post must include information from a professional, scholarly source that is cited in APA style and a complete bibliographic entry in APA style at the conclusion of the post. | WED THURS SAT |

| Module | Assignment | Due Date 11:59 p.m. (Pacific) |
|---|---|-------------------------------------|
| | Module 2 Analysis/Application: <i>Qualitative Research Methods Overview</i> | SUN |
| | Module 2 Quiz Open – WED 12:00 a.m. PT Close – SUN 11:59 p.m. PT One hour to complete once started | WED SUN |
| Module 3 Quantitative Methods of Data Collection | Reading Progress Monitor | SUN |
| | Presentation Progress Monitor | SUN |
| | Discussion: <i>Quantitative Research Discussion</i> Original Response* – By Wednesday 11:59 p.m. PT First Response to Colleagues – By Thursday 11:59 p.m. PT Second Response to Colleagues – By Saturday 11:59 p.m. PT *Original post must include information from a professional, scholarly that is cited in APA style and a complete bibliographic entry in APA style at the conclusion of the post. | WED THURS SAT |
| | Module 3 Application: <i>Designing A Lesson</i> | SUN |
| | Module 3 Quiz Open – WED 12:00 a.m. PT Close – SUN 11:59 p.m. PT One hour to complete once started | WED SUN |
| Module 4 Designing Effective Instructional Design Research Tools | Reading Progress Monitor | SUN |
| | Presentation Progress Monitor | SUN |
| | Discussion: <i>Mixed Methods Research Discussion</i> Original Response* – By Wednesday 11:59 p.m. PT First Response to Colleagues – By Thursday 11:59 p.m. PT Second Response to Colleagues – By Saturday 11:59 p.m. PT *Original post must include information from a professional, scholarly source that is cited in APA style and a complete bibliographic entry in APA style at the conclusion of the post. | WED THURS SAT |
| | Module 4 Application: <i>Application of Research Methods & Creation of Sample Measurements</i> | SUN |

| Module | Assignment | Due Date 11:59 p.m (Pacific) |
|--|---|------------------------------------|
| | Module 4 Quiz Open – WED 12:00 a.m. PT Close – SUN 11:59 p.m. PT One hour to complete once started | WED SUN |
| Module 5 Data Dissemination Best Practices & Personal Reflections | Reading Progress Monitor | SUN |
| | Presentation Progress Monitor | SUN |
| | Discussion: <i>Data Mining & Educational Research and Instructional Design</i> Original Response* – By Wednesday 11:59 p.m. PT First Response to Colleagues – By Thursday 11:59 p.m. PT Second Response to Colleagues – By Saturday 11:59 p.m. PT *Original post must include information from a professional, scholarly source that is cited in APA style and a complete bibliographic entry in APA style at the conclusion of the post. | WED THURS SAT |
| | Final Exam Open – FRI 12:00 a.m. PT Close – SUN 11:59 p.m. PT 3 hours to take once started | FRI SUN |
| | Module 5 Application/Reflection: <i>Final Submission and Reflection</i> | SUN |
| | Post-Course Self-Evaluation | SUN |
| | Course Evaluation | SUN |

Course Bibliography

- *Afifi, M. M. & Alamri, S. S. (2014). Effective Principles in Designing E-Course In Light of Learning Theories. *Turkish Online Journal of Distance Education (TOJDE)*, 15(1), 128-142.
- BCPS.org (2015). Key Elements of a Research Proposal – Quantitative Design. Retrieved from https://www.bcps.org/offices/lis/researchcourse/develop_quantitative.html.
- *C.D.C. (2008, July). Using Graphs To Illustrate Quantitative Data. Retrieved from <http://www.cdc.gov/healthyouth/evaluation/pdf/brief12.pdf>.
- Castellan, C. M. (2010). Quantitative and Qualitative Research: A View for Clarity. *International Journal of Education*, 2(2). 1-14.Center, Armstrong Atlantic State University (2015). Writing Your Research Paper” A Step-By-Step Checklist. Retrieved from http://www.armstrong.edu/images/writing_center/handouts/ResearchPaperChecklist.pdf.
- *Cirocki, A. A. (2013). Conducting research in the classroom. *Modern English Teacher*, 22(2), 63-69.
- *Cohen, L. Manion, L. & Morrison, K. (2007). *Research Methods in Education*. Abingdon, Oxon, UK. 15-19.
- *Domun, M., & Bahadur, G. K. (2014). Design and Development of a Self-Assessment Tool and Investigating its Effectiveness for E-Learning. *European Journal Of Open, Distance & E-Learning*, 17(1), 1-25. doi:10.2478/eurodl-2014-0001.
- *Driscoll, D. L. (2011). Introduction to Primary Research: Observations, Surveys, and Interviews. *Writing Spaces: Readings on Writing*, 2, 153-174.
- *Europe, Alzheimer.. (2009, August 21). Philosophies Guiding Research. Retrieved from <http://www.alzheimer-europe.org/Research/Understanding-dementia-research/Types-of-research/Philosophies-guiding-research>
- *Guo-Heng, L., Eric ZhiFeng, L., Hung-Wei, K., & Shyan-Ming, Y. (2014). Design and Implementation of a Simulation-Based Learning System for International Trade. *International Review Of Research In Open & Distance Learning*, 15(1), 203-226.
- *Hampden-Thompson, G., & Sundaram, V. (2013). Developing Quantitative Research Skills and Conceptualising an Integrated Approach to Teaching Research Methods to Education Students. *AISHEJ: The All Ireland Journal Of Teaching & Learning In Higher Education*, 5(3), 901-9024.
- *Hattie, J. (2015). High-Impact Leadership. *Educational Leadership*, 72(5), 36-40.

H.H.S., Department of (2015). The Nuremburg Code. Retrieved from <http://www.hhs.gov/ohrp/archive/nurcode.html>.

*Horne, S., Murniati, C. T., Saichaie, K., Jesse, M., Florman, J. C., & Ingram, B. F. (2014). Using Qualitative Research to Assess Teaching and Learning in Technology-Infused TILE Classrooms. *New Directions For Teaching & Learning*, 2014(137), 17-26. doi:10.1002/tl.20082.

*Johnson, J. S., Friend, S. B., & Horn, B. J. (2014). Levels of analysis and sources of data in sales research: a multilevel-multisource review. *Journal Of Personal Selling & Sales Management*, 34(1), 70-86. doi:10.1080/08853134.2013.870185

Kaden, U. U., & Patterson, P. P. (2014). Changing Assessment Practices of Teaching Candidates and Variables that Facilitate that Change. *Action In Teacher Education*, 36(5/6), 406420. doi:10.1080/01626620.2014.977700.

*Kirklees. (2015). Research and Consultation Guidelines. Retrieved from <https://www.kirklees.gov.uk/community/yoursay/Questionnaires.pdf>.

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*Required Course Readings

Glossary of Terms

Course Exams: You will take a quiz at the end of Modules 1, 2, 3, and 4 that enables you and our academic team to evaluate your progress in the course so far. You will take an end-of-course, final examination to assess your mastery of key course content and competencies.

Discussion: Collaborate with your peers during online discussions about coursework based on prompts provided and/or tasks assigned. Post a minimum of one original response per module on Wednesdays and two responses to colleagues, one by Thursday and one by Saturday of each module.

Analysis: You will prepare an Analysis to assess your own, your school, or your classroom's current techniques, programs, and procedures and their effectiveness. Complete and submit this assignment by the end of Module 1.

Application: This culminating project requires you to apply your learning in your classroom and/or school. You will complete a portion of the Application Assignment each module and submit it module for grading.

Reflection: You will reflect upon the impact of your learning by completing and submitting a reflection at the end of Module 5.

Information, Policies, and Guidelines

About Your Course Guide and Course Author

Doug Trovinger, Ed.S. serves as an instructional designer for the American College of Education. He currently holds a Specialist in Education from the University of Tennessee – Knoxville. He has taught courses at Tennessee Wesleyan College which specialized in statistics and other related business disciplines. He has also been an author and coauthor of several articles that are focused in instructional technology and online learning. Outside of the academic realm, he has numerous years of experience specializing in training, learning development, and employee coaching.

Expectations of Graduate Students in American College of Education

As a graduate student in a program of American College of Education, you will need to balance your academic work with your personal and professional life. This balance is not easy to achieve! You may find it useful to know what expectations are held for you by the faculty and staff of American College of Education. As an American College of Education graduate student, you are expected to:

- Actively participate in all aspects of the course in which you are enrolled, including completing required readings, taking module quizzes and final exams, completing course assignments, and posting to the course discussion board.
- Adhere to College policies and procedures as described in your course syllabus, College catalog, and other sources provided by ACE.
- Apply professional standards and conventions to your written work. It is assumed that you utilize available tools (e.g., spell-checker) to review your documents before submitting them.
- Submit all assignments, quizzes, and exams on published due dates or, if that is not possible for a valid reason, discuss alternative timelines with your course professor before the published due date.
- Unless clearly identified as a group project, each assignment must be submitted as an **individual effort**. You may find it useful and appropriate to collaborate with other students on various aspects of a project, but **the product you submit must be the result of your own work**.
- Make connections from the course readings and presentations evidenced through citations in the assignments, and use the rubric to self-assess course assignments before submission.
- Adhere in particular to standards and guidelines pertaining to intellectual property and plagiarism.
- Observe accepted and appropriate standards of behavior in use of the Internet and social media.

These policies and guidelines will help you complete this course more successfully:

- Submit ALL assignments and by the posted due dates and times.
- Check your email daily.
- Include your first and last name, your course number, and the section on any emails you send to ACE faculty or staff (e.g., Joan Brown, EL5033-123765A).
- For help with technology issues, call Student Services at 800-280-0307, or email support@ace.edu.

- If you have questions about an assignment or need additional help completing your work successfully, please contact your course professor.
- Academic dishonesty is grounds for dismissal from the program.

Attendance Policy

Maximum student learning outcomes are achieved through course attendance and interaction. Students, in their own interest, are, therefore, responsible for regular attendance. Students may expect poor attendance or lack of participation and interaction to negatively impact their course grades.

Student Attendance: For all electronically delivered credit hour courses at American College of Education, attendance is measured by student's engagement in the course at least once in the first five days of the term. **To maintain registration in the course, students must complete the Mandatory Attendance Verification form by 5:00 PM PT on Friday of the first week.** Students who do not complete the Attendance Verification form by 5:00 PM PT on the Friday of the first week of the term are administratively withdrawn from the course.

For the purpose of attendance accounting, unique identification is verified by login usernames and passwords. Engagement in the course at least once constitutes initial attendance in the course. Attendance counting is completed electronically through the learning management system (LMS), with oversight by the bursar's office and the registrar's office.

Academic Integrity

American College of Education expects students to exhibit academic integrity through their educational experiences and to avoid all forms of academic dishonesty.

Academic dishonesty, which includes but is not limited to plagiarism, collusion, abuse of resource materials, cheating on an examination, or other academic work to be submitted, is subject to disciplinary action. Students are allowed to reference course materials while taking quizzes and tests due to their emphasis on application; however, exams must be taken independently.

Students found responsible for an act or acts of academic dishonesty will be subject to academic and disciplinary sanctions. Academic sanctions may include withdrawal from the course with a grade of F and/or a reduction of a grade in the course. Disciplinary sanctions may include suspension for a specified period of time, permanent separation from the institution, and/or filing of criminal charges.

Operation and Conduct Policy

No credit for completion will be given if the course is completed by anyone other than you or if you are assisted by an outside party. When you enroll in the course, you are stating under penalty of perjury that you, and not another person, studied the material in its entirety and completed the section quizzes and the final exam. By registering for this course, you understand that it may be a crime to make false statements or to falsify documents submitted to the course.

Accommodation of Disabilities Policy

American College of Education complies with the law regarding disability discrimination and provides reasonable accommodations for qualified individuals with disabilities unless doing so would cause undue hardship to the College. A qualified individual with a disability is an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the professional or academic position.

To be considered for disability-related accommodations, individuals are responsible for identifying themselves and disclosing information about their disability to Disability Support Services at DSS@ace.edu or 877-670-4523.

Respect for Diversity

We believe in creating partnerships with high-need, urban school districts to ensure effective teaching for all students, resulting in improved achievement and, ultimately, closing the achievement gaps between diverse groups.

American College of Education continually strives to uphold the principles of equality and fairness in dealing with every present or prospective member of the College community. Decisions regarding admission and education of students, employment and promotion of employees, and placement of graduates are guided by the firm belief that these decisions must not be influenced by consideration of race, color, religion, national origin, age, gender, disability, citizenship status, ancestry, sexual orientation, marital status, military status, or any other characteristic protected by law. This policy complies with all federal and state law regarding equal opportunity.

Late Work

As a general rule of thumb, students may submit an assignment after the due date, but they will receive an additional 10% deduction each day the assignment is late. No work will be accepted after the Wednesday immediately following the assignment due date with the exception of extenuating circumstances. Extenuating circumstances and procedures are outlined in the ACE Catalog.

Information Technology Policy

The following is a non-exhaustive list of misuse and abuse of the information technology system to assist in identifying unacceptable behaviors:

- Use of college communications services or equipment in a manner which violates copyrights, patent protection, license agreement, or intellectual property laws.
- Attempts to gain unauthorized access to any information facility, whether successful or not.
- Any action that disrupts the availability of a system for other users, such as running programs that limit system resources.
- Encryption of files and other electronic records in such a way that no other representative of the College can read its contents.
- Use of Internet or electronic mail files which may cause an overload to the College's network without making prior arrangements with Information Services.

- Use or downloading of files obtained from the Internet or electronic mail without adequate scanning for viruses and failure to report and eradicate computer viruses, if encountered.
- Peer-to-peer file sharing.
- Maintaining or using illegal copies of software.
- Excessive personal use of electronic mail or Internet access.
- Attempts to alter, damage, delete, destroy, or otherwise abuse any communications service or equipment.
- Use of a computer account that has not been authorized.
- Use of the College network system to gain unauthorized access to any computer system.
- Posting bulletin board (either electronic or hallway) material that violates existing federal or state laws, the College's Code of Business Conduct (Chapter III, Subsection 3.10.2), or Solicitation Policy (Subsection 2.8.4).

Best Practices for Online

American College of Education provides instruction in an online learning environment. An online learning environment needs structure for effective communication to occur. Below is a list of guidelines for effective online communication:

- Stay engaged and on-task with relevant messages.
- Reference your messages. When appropriate, you need to reference your course material or other sources to support your comments.
- Communicate using a respectful, professional tone in a collaborative learning environment.
- Uphold the standards of Academic Integrity set forth by the college. Work submitted in the discussions and your assignments should be your own. Cite materials from outside sources.
- Submit substantive responses to the discussion. To receive credit in the discussion, you must do more than agree or disagree with your colleagues.
- Avoid typing in all caps. Typing in all caps in the online environment is viewed as SHOUTING and should be reserved for strong emphasis. If you wish to place emphasis on an important passage, use bold.
- Recognize that you are participating in an online dialogue. Use correct spelling and grammar in all forms of your writing.
- Utilize Netiquette standards in all forms of communication.