**Course Syllabus**

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| **CNU International Summer Session** |

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| **Course Title** | | **Research Methods of Instructional Technology** | | | | | | | | | | | | | | | | | |
| **Course Type** | | Lecture (online/Sync meeting) | | | | | | | | **Credits**  **(hours)** | | | 3 | | | | | | |
| **Department** | | Education | | | | | | | | **Professor** | | | Sanghoon Park, Ph.D | | | | | | |
| **Classification**  **(year in school)** | | Graduate | | | | | | | | **Course Code** | | |  | | | | | | |
| **Class room** | | Online (CANVAS) | | | | | | | | **E-mail** | | | PARK2@USF.EDU | | | | | | |
| **Prerequisite(s)** | |  | | | | | | | | | | | | | | | | | |
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| **Course objectives** | | Upon completion of the course, the students will be able to analyze and evaluate:   1. primary research articles on IT 2. Importance of the topic (theoretical or practical) 3. Identify conceptual/theoretical framework 4. Adequacy of literature review 5. Research questions and hypothesis (based on solid literature review and conceptual foundations and/or practical need) 6. Research design (types and appropriateness for the research question) 7. Sample (adequate for the research design) 8. Outcome measures (reliability and validity) 9. Quality of research methods and analysis (appropriateness of analyses methods used) | | | | | | | | | | | | | | | | | |
| **Course Summary** | | This course provides an in-depth focus on planning and writing a research proposal in Instructional Technology. The course is designed to engage students at the highest cognitive levels, requiring extensive independent literature review, conceptualization, evaluation, research method decision, and writing. Students must be able to deliver, receive, and apply constructive criticism. This course is appropriate mainly for graduate-level students in Instructional Technology. | | | | | | | | | | | | | | | | | |
| **Teaching Methods** | | **Teaching Methods** | | | | | | | | | | | | | | | | | |
| Lecture | Presentation/Discussion | | | | Problem Based Learning | | | | Project Based Learning | Flipped Learning | | | Experiment/ Practices | | | Others  (Describe) | |
| O | O | | | | O | | | |  |  | | |  | | |  | |
| < Lecture>  Synchronous classroom lecture/meetings will be offered every week.  < Presentation / Discussion>  Student will review/analyze assigned readings and present article reviews.  < Problem Based Learning>  Students will write a research proposal for the final project. | | | | | | | | | | | | | | | | | |
| **Grading** | | Mid-Term | Final | | Individual Tasks | | | Team Projects | | | Class participation | | | Attendance | | Others  (Describe) | | | **Total** |
|  | O | | O | | |  | | | O | | | O | |  | | |  |
| ※ Pursuant Section 28 of the Guidelines on Class Management, grading methods can be adjusted for the physically impaired.  ※ Under Section 29 of the University Regulations on Academic Affairs, a student automatically fails a course in case of failure to attend more than 3/4 classes. (More than four(4) times absence) | | | | | | | | | | | | | | | | | |
| **Accommodations for Handicapped** | | - Visually impaired: provision of course related materials in audio, note taking helper, permission to record the lecture  - Audibly impaired: provision of course related materials in visual, note taking helper, permission to have e-learning lectures in sign language or shorthand  - Physically or mentally challenged: provision of course related materials, note taking helper, permission to record the lecture   * Any other requests that are considered necessary: provision of assisted   ingress and egress to the classrooms and other supports | | | | | | | | | | | | | | | | | |
| **Textbooks & References** | | | | | | | | | | | | | | | | | | | |
| Category | Title | | | Author | | | | | | | Publisher | | | | | | Year of publication | | |
| Main textbook |  | | |  | | | | | | |  | | | | | |  | | |
| Others | Reading materials and articles will be provided | | |  | | | | | | |  | | | | | |  | | |
| Reference |  | | | | | | | | | | | | | | | | | | |

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| **Daily Course Schedule** |
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| **Day**  **(3hours)** | **Lecture Topic** | **Hours per day** | **Method of Instruction** | **Class Materials & Assignments** |
| Day 0 | Course overview |  | Sync lecture 0  (MS-TEAMS) | * CANVAS invitation * Introduction   Syllabus review |
| Day1 | Instructional Technology history, and Theoretical foundations |  | Readings  Online activity |  |
| Sync | Sync lecture 1&2: 9:30am – 12:30pm (MS-TEAMS) |  |  |  |
| Day2 | Research design and Research method |  | Readings  Online activity | Research topic and the proposed method |
| Day3 | Research design and Research method |  | Readings  Online activity | Research topic and the proposed method |
| Day4 | Research reference and theoretical framework |  | Readings  Online activity | Research purpose, research questions, references |
| Day5 | Research reference and theoretical framework |  | Readings  Online activity | Research purpose, research questions, references |
| Sync | Sync lecture 3: 9:30am – 12:30pm (MS-TEAMS) |  |  |  |
| Day6 | Research methods and data collection plan 1 |  | Readings  Online activity | Quantitative research methods |
| Day7 | Research methods and data collection plan 1 |  | Readings  Online activity | Quantitative research methods |
| Day8 | Research methods and data collection plan 2 |  | Readings  Online activity | Qualitative research method / Mixed method |
| Day9 | Research methods and data collection plan 2 |  | Readings  Online activity | Qualitative research method / Mixed method |
| Sync | Sync lecture 4: 9:30am – 12:30pm (MS-TEAMS - Captivate) |  |  |  |
| Day10 | Research proposal writing |  | Readings  Online activity | Research proposal writing |
| Day11 | Research proposal writing |  | Readings  Online activity | Research proposal writing |
| Day12 | Research proposal writing |  | Readings  Online activity | Research proposal writing |
| Day13 | Research proposal writing |  | Readings  Online activity | Research proposal writing |
| Sync | Sync lecture 5: 9:30am – 12:30pm (MS-TEAMS - Project progress checking) |  |  |  |
| Day14 | Ethical considerations |  | Readings  Online activity | Final research proposal submission (TBA) |
| Day15 | Final submission |  | Presentation | Final research proposal presentation (TBA) |

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| **References** |
| Students are expected to attend all of the course meetings and complete both in-class & out-of-class learning activities. The instructor must approve excused absences.  **Grading.**   |  |  |  | | --- | --- | --- | | **Assignment** | **Due (local time)** | **Points** | | #1 Research topic/ proposed method | 6/29 (Wed midnight) | 10 | | #2 Research purpose, questions, references | 7/3 (Sun midnight) | 10 | | #3 Quantitative research methods | 7/10 (Sun midnight) | 10 | | #4 Qualitative research methods | 7/17 (Sun midnight) | 10 | | #5 Research proposal writing, submission, presentation | 7/19 (Tue midnight) | 60 |   **Grading Scale.**   |  |  |  |  | | --- | --- | --- | --- | | Grade | | Point Range | | | A+ | 4.5 | 95%-100% | 95 - 100 pts | | A | 4.0 | 90%-94% | 90 - 94 pts | | B+ | 3.5 | 85%-89% | 85 – 89 pts | | B | 3.0 | 80%-84% | 80 – 84 pts | | C+ | 2.5 | 75%-79% | 75 – 79 pts | | C | 2.0 | 70%-74% | 70 – 74 pts | | D+ | 1.5 | 65%-69% | 65 – 69 pts | | D | 1.0 | 60%-64% | 60 – 64 pts | | F | 0 | below 59% | Less than 59 pts | |