The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:
Theory and Research in Education

Course Number:
ILAC 5143-220

Course Description:
This course serves an introduction to the processes and products of educational research such as stages in designing a study, research methods, and identification of the components of a research-based article. This course also serves to develop critical consumers of educational research.

Class Dates, Location and Hours:
Dates: September 27-October 2, 2016
Location: Lakenheath, England. See Site Director for classroom location.
Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.
Last day to enroll or drop without penalty: August 29, 2016

Site Director:
India Pearson. Phone: 44-1638-52-6186; DSN 226-6186; Fax: 44-1638-532827; Email: aplakenheath@ou.edu

Professor Contact Information:
Course Professor: Timothy A. Laubach, Ph.D.
Mailing Address: 820 Van Vleet Oval, Rm 114
             Norman, OK 73019
Telephone Number: (405) 325-1498
Fax Number: (405) 325-4061
E-mail Address: laubach@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the in-class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bkstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.


2. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at http://learn.ou.edu; enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.
Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

**Course Objectives:**

- Demonstrate fluency in identifying essential elements of a research article/report
- Demonstrate the ability to use on-line databases when conducting research (OU Libraries, Cabell’s Directory, Google Scholar)
- Demonstrate an understanding of the procedures necessary to evaluate existing research
- Demonstrate understanding of ethical issues that arise in all stages of research
- Distinguish between four major research designs/methodologies (quantitative, qualitative, mixed methods, and action research) and understand the stages and processes used in each method

**Course Outline:**

**Prior to In-Person Class Meeting: August 30 – September 26, 2016 (all times are Lakenheath time; 6 hours ahead of Norman, Oklahoma)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
</tr>
<tr>
<td>August 30-</td>
<td>Order textbook and familiarize yourself with the course D2L website.</td>
</tr>
<tr>
<td>September 5</td>
<td>Complete Doodle Poll for Google Hangout (or other platform TBD) by <strong>Wednesday, August 31, 11:59 PM.</strong></td>
</tr>
<tr>
<td></td>
<td>Participate in Google Hangout (or other platform TBD) on <strong>Sunday, September 4, time TBD.</strong></td>
</tr>
<tr>
<td>Week 2</td>
<td>Read and annotate Lee, Kinzie, &amp; Whittaker (2012) article, complete data</td>
</tr>
<tr>
<td>September 6-12</td>
<td>organizer, and post to D2L by <strong>Saturday, September 10, 11:59 PM.</strong></td>
</tr>
<tr>
<td></td>
<td>Participate in Google Hangout (or other platform TBD) on <strong>Sunday, September 11, time TBD.</strong></td>
</tr>
<tr>
<td>Week 3</td>
<td>Read and annotate Piccolo et al. (2008) article, complete data organizer,</td>
</tr>
<tr>
<td>September 13-</td>
<td>and post to D2L by <strong>Saturday, September 17, 11:59 PM.</strong></td>
</tr>
<tr>
<td>19</td>
<td>Participate in Google Hangout (or other platform TBD) on <strong>Sunday, September 18, time TBD.</strong></td>
</tr>
<tr>
<td>Week 4</td>
<td>Read and annotate Russell &amp; Curtis (2013) article, complete data organizer,</td>
</tr>
<tr>
<td>September 20-</td>
<td>and post to D2L Dropbox by <strong>Saturday, September 24, 11:59 PM.</strong></td>
</tr>
<tr>
<td>26</td>
<td>Submit Response Essay to D2L by <strong>Monday, September 26, 11:59 PM.</strong></td>
</tr>
</tbody>
</table>

**During In-Person Class Meetings: September 27 – October 2, 2016 (all times are Lakenheath time; 6 hours ahead of Norman, Oklahoma)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings/Activities</th>
<th>Assignment Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Re-introductions and Syllabus</td>
<td>In-class writing</td>
</tr>
<tr>
<td>September 27</td>
<td>Composite Data Organizer Analysis</td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td>Online Database Workshop</td>
<td></td>
</tr>
<tr>
<td>Class 2</td>
<td>Creswell Chapter 8 (Quantitative Methods)</td>
<td>In-class writing</td>
</tr>
<tr>
<td>September 28</td>
<td>discussion</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Readings/Activities</td>
<td>Assignment Due Date</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Class 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 29</td>
<td>Creswell Chapter 9 (Qualitative Methods) discussion</td>
<td>In-class writing</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 4</td>
<td>Creswell Chapter 10 (Mixed Methods) discussion</td>
<td>In-class writing</td>
</tr>
<tr>
<td>September 30</td>
<td>Creswell Chapter 3 (Use of Theory) discussion</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 5</td>
<td>Creswell Chapters 5-7 (Designing Research) discussion</td>
<td>In-class writing</td>
</tr>
<tr>
<td>October 1</td>
<td>Creswell Chapter (2008) (Action Research) discussion</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>Action Research Field Experience Preparation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Trip: Action Research Field Experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Action Research Field Experience Reflections and Presentations</td>
<td></td>
</tr>
<tr>
<td>Class 6</td>
<td>Creswell Chapter 2 (Review of the Literature)</td>
<td>In-class writing</td>
</tr>
<tr>
<td>October 2</td>
<td>Literature Review project discussion and development</td>
<td></td>
</tr>
<tr>
<td>Sunday</td>
<td>Individual work on Final Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final thoughts/wrap-up</td>
<td></td>
</tr>
<tr>
<td>Following In-Person Class Meetings: October 3 – October 23, 2016 (all times are Lakenheath time; 6 hours ahead of Norman, Oklahoma)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Submit Literature Map by <strong>Monday, October 3 by 11:59 PM</strong></td>
<td></td>
</tr>
<tr>
<td>October 3-9</td>
<td>Submit Abstracts for Literature Review by <strong>Sunday, October 9 at 11:59 PM</strong></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Incorporate instructor feedback from Literature Map and Abstracts in the Final Literature Review</td>
<td></td>
</tr>
<tr>
<td>October 10-16</td>
<td><strong>Submit Final Literature Review by Sunday, October 23 at 11:59 PM</strong></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td><strong>Submit Final Literature Review by Sunday, October 23 at 11:59 PM</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Assignments, Grading and Due Dates:**

**Online Class Participation (Sunday, September 4, 11, 18, Time TBD)**

You are expected to act professionally in both speech and action during the online portion of the course. This includes but is not limited to the following:

1. Coming to class on time
2. Staying for the entire class
3. Being attentive during class discussions
4. Respecting the comments and questions made by fellow students and instructor
5. Refraining from any behavior that disrupts the academic process.

**Response Essay (Sunday, September 26 by 11:59PM)**

You are expected to synthesize the readings and experiences of the first four weeks of class. This assignment gives you the opportunity to thoughtfully and thoroughly prepare for the individual face-to-
face class meetings. You should prepare a 900-1000 word paper (word processed, professional 12 point font, double spaced, 1 inch margins) and structure your response into the following categories:

- Summary: Complete a short summary of the major points of the readings and experiences.
- Respond: Discuss your thinking about the readings and experiences as you experienced them. That is, respond to the readings and experiences on a personal level. You may discuss how the readings and experiences relate to your own work (text-to-self response); how it relates to other professional readings you have done (text-to-text response); how the text relates to broader issues in education (text-to-world response); or a combination of two or more of these text responses.
- Question: Identify 4-5 questions that you are still asking yourself as a result of the readings and experiences. Explain why you are asking these questions. For example, you may have a content-based question (information in the readings that was not clear to you) or a practice-based question (how a process is carried out). Any question is valid as long as you can provide a justification for it.

It is the expectation that you will have completed all readings and the Response Essay prior to the beginning of the face-to-face portion of the class. Upload the Response Essay to the corresponding D2L Dropbox folder by **Sunday, September 26 by 11:59PM.**

**Class Participation (Ongoing)**

You are expected to act professionally in both speech and action during the in-class portion of the course. This includes but is not limited to the following:

1. Coming to class on time
2. Staying for the entire class
3. Being attentive during class discussions
4. Willingly participating in group assignments
5. Respecting the comments and questions made by fellow students during both small and large group discussions
6. Refraining from any behavior that disrupts the academic process.

You will be expected to participate actively in each class session and prepare for each session by doing the assigned readings and activities.

**In-Class Writing (September 27, 28, 29, 30, October 1, and 2 by the end of each class session)**

As part of each face-to-face class session, you are expected to complete an in-class writing task that directly relates to your experiences/understandings/reactions to that session. Class time will be provided to complete this assignment.

**Action Research Project and Presentation**

As a class, we will participate in an Action Research Field Experience by visiting a site in the local community. While working in pairs, you will observe your surroundings to design either a practical or a participatory action research project following the “Steps in Conducting an Action Research Study” by Creswell (2008). For the purposes of this course, you will complete Steps 1-7 of this 8-Step approach and present your plan to the class. **Due Class 5, Saturday, October 1.**

**Literature Review Final Project**

Select a topic of interest and importance. Your topic may be related to a question you have in education. Conduct a review of the literature on the topic using procedures outlined by Creswell (2014) and other authors provided in class.

**Literature Map and Relevant Article Abstracts**

Follow the steps outlined in the example provided by Creswell (Chapter 2-Review of the Literature) to produce a literature map, which is a visual summary of the existing research related to your topic that has been conducted by others. The literature map presents an overview of the existing literature. The literature map will be prepared according to the checklist and rubric provided in class. **Upload to D2L Dropbox by Monday, October 3 at 11:59 PM.**

Once you have identified existing literature, develop brief abstracts that comprise the review by following the steps outlined and examples provided by Creswell (Chapter 2-Review of the Literature). The abstracts
will be prepared according to the checklist and rubric provided in class. **Upload to D2L Dropbox by Monday, October 10 at 11:59 PM.**

**Literature Review**

You are expected to incorporate instructor feedback received from your Literature Map and Abstracts in your final Literature Review as well as follow the steps outlined by Creswell (Chapter 2-Review of the Literature) and examples provided in class. This final paper will be prepared according to the checklist and rubric provided in class. **Upload to D2L Dropbox by Sunday, October 23 at 11:59 PM.**

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

A = 313-281; B = 280-250; C = 249-218; D = 217-187; F = below 187

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google Hangout (or other platform) Participation (5 points per online session)</td>
<td>Sunday, September 4, 11, 18, TBD</td>
<td>15</td>
</tr>
<tr>
<td>Article Annotation and Data Organizer (10 points per article)</td>
<td>Saturday, September 10, 17, 25 by 11:59 PM</td>
<td>30</td>
</tr>
<tr>
<td>Response Essay</td>
<td>Monday, September 26 by 11:59 PM</td>
<td>20</td>
</tr>
<tr>
<td>Class Participation (3 points per face-to-face session)</td>
<td>September 27-October 2</td>
<td>18</td>
</tr>
<tr>
<td>In-Class Writing (5 points per face-to-face class session)</td>
<td>September 27-October 2 by the end of each class session</td>
<td>30</td>
</tr>
<tr>
<td>Action Research Project and Presentation</td>
<td>Saturday, October 1</td>
<td>30</td>
</tr>
<tr>
<td>Literature Review Project</td>
<td></td>
<td>170</td>
</tr>
<tr>
<td>Literature Map (20 points)</td>
<td>Monday, October 3 by 11:59 PM</td>
<td></td>
</tr>
<tr>
<td>Abstracts (50 points)</td>
<td>Monday, October 10 by 11:59 PM</td>
<td></td>
</tr>
<tr>
<td>Final Literature Review (100 points)</td>
<td>Sunday, October 23 by 11:59 PM</td>
<td></td>
</tr>
</tbody>
</table>

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Timothy A. Laubach, Ph.D.

Education
- Ph.D. Science Education, University of Oklahoma, Norman, OK, December 2005
- B.S. Earth Science Education, Coaching Minor, Tennessee Temple University, Chattanooga, TN, May 1995

Current Positions
- Associate Professor of Science Education
- Director of the John W. Renner Science Education Center

Frequently Taught Advanced Programs Courses
- ILAC 5143, Theory and Research in Education
- ILAC 6960, Learning and Technology

Major Areas of Teaching and Research Interest
I primarily teach undergraduate and graduate science education courses. My major research interests include STEM education, pre-service teacher education, outdoor education, and educational robotics.

Representative Publications and Presentations

Publications (five most recent)

Presentations (five most recent)
- Laubach, T. A. (2016, June, accepted). What is a model (9-12). Paper accepted at the annual summer meeting of Oklahoma Science Teachers Association (OSTA) and Oklahoma Council of Teachers of Mathematics (OCTM), Tulsa, OK.
- Laubach, T. A. (2016, June, accepted). What is a model (K-5). Paper accepted at the annual summer meeting of Oklahoma Science Teachers Association (OSTA) and Oklahoma Council of Teachers of Mathematics (OCTM), Tulsa, OK.

Representative Honors and Awards Received

• Junior Faculty Award, Jeannine Rainbolt College of Education, University of Oklahoma, 2013-2014
• Academic Keys Who’s Who in Curriculum & Education, University of Oklahoma, 2011-2012
• Young Scholar Award, Jeannine Rainbolt College of Education, University of Oklahoma, 2005-2006
• Outstanding Thesis National Finalist, National Association for Research in Science Teaching, 1999

Major Professional Affiliations

• American Association of Physics Teachers (AAPT)
• American Educational Research Association (AERA)
• Association for Science Teacher Education (ASTE)
• Association for Supervision and Curriculum Development (ASCD)
• National Association of Biology Teachers (NABT)
• National Association for Research in Science Teaching (NARST)
• National Science Teachers Association (NSTA)
• Oklahoma Science Teachers Association (OSTA)
• School Science Mathematics Association (SSMA)
• Southwest Association for Science Teacher Education (SW-ASTE)