

ATTD 5320
Spring 2015
Research Seminar in Applied Technology, Training and Development

Contact Information	
Instructor:	J. Michael Spector, Ph.D.
Office Location:	Discovery Park, G182
Office Hours:	Tuesday-Thursday, 10:00 am – 2:00 pm
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Course Description: The course focuses on research issues in applied technology, training and development. Problems relates to the fields of applied technology, organizational culture, training design and human resource development, research designs and statistical methods for conducting research in training and development will be studied.

This is an online course conducted entirely in Blackboard. Students are welcome to come to Discovery Park and meet with the instructor during office hours. Regular weekly participation in the online course site is required.

Credit Hours: 3 semester hours

Course Objectives:

1. The student will understand the necessity of research within the field of Applied Technology, Training & Development.
2. The student will understand the types of research within the field of Applied Technology, Training & Development.
3. The student will be able to conduct a literature review.
4. The student will be able to read and comprehend published research within the field of Applied Technology, Training & Development.

Course Grading:

Component	Points
CITI certification	10
Article Reviews	40 (2 @ 20 points each)
Course Participation	10
Literature Review	20
Research Presentation	20
Total	100

Course participation includes regularity of participation (at least 2 weekly postings – 5 points), substantive contributions to discussions (5 points).

A = 90% – 100% B = 80% – 89% C = 70% – 79% D = 60% – 69% F = < 60%

Course Schedule:

Due dates are typically the end of the week on Sunday at midnight.		
Chapter/Topic	Assignments	Due Date
1. Introduction to Research	Post an introductory message. Start reading the research methods knowledge base and working on CITI certification).	1/26
2. Computer Simulations for Research Design	Continue with the research methods knowledge base and CITI certification and work through the online simulation book; participate	2/1
3. Locating and Reviewing Related Literature	Read <i>A Typology of Research Methods within the Social Sciences</i> and the <i>Social Work Research Review Guidelines</i> and post an	2/8
4. Participants and Sampling	Select an article to review, read A Policymaker's Primer on Education Research, and participate in the weekly discussion on participants and sampling.	2/15
5. Foundations of Measurement	Read <i>Experimental Design in Educational Research and Validity and Reliability Issues in Educational Research</i> , post your 1 st review to the drop box; participate	2/22
6. Data Collection Techniques	Participate actively in the discussion forum pertaining to data collection methods and techniques.	3/1
7. Non-experimental Quantitative Research Designs	Read <i>Systematic Review of Design-based Research Progress: Is a Little Knowledge a Dangerous Thing?</i> Participate in the weekly forum.	3/8

Chapter/Topic	Assignments	Due Date
8. Experimental Research Designs	Read <i>Experimental Design in Educational Research</i> . Participate in the weekly forum.	3/22
9. Understanding Statistical Inferences	Read <i>Tools for Analyzing Quantitative Data</i> . Participate in the discussion forum.	3/29
10. Qualitative Research Designs, Data Collection, and Analysis	Read <i>Trends and Issues in Qualitative Research Methods</i> and <i>Tools for Analyzing Qualitative Data</i> . Post your second article review. Participate in the discussion forum.	4/5
11. Mixed-Method Designs	Read <i>Design and Development Research</i> and <i>Education Design Research</i> . Participate in the discussion forum.	4/12
12. Action Research	Read <i>Action Research for Educational Communications and Technology</i> . Participate in the discussion forum.	4/19
13. Applications	Read <i>Evaluation Claims about Educational Software</i> and post finalized versions of the literature review and research presentation.	4/26
14. Discussion, Reflection and Resolution	Explore the CRESST Website - <i>National Center for Research on Evaluation, Standards, & Student Testing</i> . Post a finalized version of your presentation.	5/3

For module activities, you must review and provide substantive comments to at least one student post in order to receive full credit.

Resources:

1. Web Center for Social Research Methods – <http://www.socialresearchmethods.net/> (research methods knowledge base, selecting statistics advisor, the online simulation book, and the concept mapping guide).
2. *Social Science Research: Principles, Methods and Practices* – http://scholarcommons.usf.edu/cgi/viewcontent.cgi?article=1002&context=oa_textbooks (online textbook by Anol Bhattacharjee).
3. *A Typology of Research Methods within the Social Sciences* – <http://eprints.ncrm.ac.uk/115/1/NCRMResearchMethodsTypology.pdf> (NCRM Working Paper by Gabriele Beissel-Durrant).
4. *Social Work Literature Review Guidelines* – <https://owl.english.purdue.edu/owl/resource/666/01/> (the Purdue Online Writing Lab is also an excellent source for APA guidelines).
5. *Write a Literature Review* – <http://guides.library.vcu.edu/lit-review> (Virginia Commonwealth University Libraries Research Guide).
6. *A Policymaker's Primer on Education Research* –

- <http://www.ecs.org/html/educationissues/research/primer/appendixa.asp> (MREL comprehensive 2004 guide)
7. *Experimental Design in Educational Research* – https://www.ideals.illinois.edu/bitstream/handle/2142/6159/librarytrendsv13i1g_opt.pdf?sequence=1 (Dave Krathwohl's 1964 classic contribution).
 8. *Validity and Reliability Issues in Educational Research* – http://www.mcser.org/images/stories/JESRJOURNAL/Jesr_May_2012/oluwatayo_james_ayodele.pdf
 9. *Systematic Review of Design-based Research Progress: Is a Little Knowledge a Dangerous Thing?* - <http://edr.sagepub.com/content/42/2/97.full.pdf+html> (McKenney & Reeves in *Educational Researcher*, 42(2), 97-100, published in 2013).
 10. *Design and Development Research* – <http://link.springer.com/book/10.1007/978-1-4614-3185-5> (in the 4th edition of the Handbook of Research on Educational Communications and Technology, pp. 141-150; free online access to this and many other publications to AECT members; AECT student membership is very affordable – see www.aect.org).
 11. *Education Design Research* – <http://link.springer.com/book/10.1007/978-1-4614-3185-5> (in the 4th edition of the Handbook of Research on Educational Communications and Technology, pp. 131-140; free online access to this and many other publications to AECT members; AECT student membership is very affordable – see www.aect.org).
 12. *Action Research for Educational Communications and Technology* – <http://link.springer.com/book/10.1007/978-1-4614-3185-5> (in the 4th edition of the Handbook of Research on Educational Communications and Technology, pp. 161-172; free online access to this and many other publications to AECT members; AECT student membership is very affordable – see www.aect.org).
 13. *Trends and Issues in Qualitative Research Methods* – <http://link.springer.com/book/10.1007/978-1-4614-3185-5> (in the 4th edition of the Handbook of Research on Educational Communications and Technology, pp. 173-193; free online access to this and many other publications to AECT members; AECT student membership is very affordable – see www.aect.org).
 14. *Program and Project Evaluation* – <http://link.springer.com/book/10.1007/978-1-4614-3185-5> (in the 4th edition of the Handbook of Research on Educational Communications and Technology, pp. 195-201; free online access to this and many other publications to AECT members; AECT student membership is very affordable – see www.aect.org).
 15. *Tools for Analyzing Quantitative Data* – <http://link.springer.com/book/10.1007/978-1-4614-3185-5> (in the 4th edition of the Handbook of Research on Educational Communications and Technology, pp. 203-220; free online access to this and many other publications to AECT members; AECT student membership is very affordable – see www.aect.org).
 16. *Tools for Analyzing Qualitative Data* – <http://link.springer.com/book/10.1007/978-1-4614-3185-5> (in the 4th edition of the Handbook of Research on Educational Communications and Technology, pp. 221-236; free online access to this and many other publications to AECT members; AECT student membership is very affordable – see www.aect.org).
 17. *Evaluating Claims about Educational Software* - <http://evalguide.sri.com/comparison.html> (SRI educator guide - focus on comparison group issues).
 18. *National Center for Research on Evaluation, Standards, & Student Testing (CRESST)* - <http://www.cse.ucla.edu/index.php> (a source of reputable and reliable publications on a number of educational research issues).

Note: The Instructor can provide copies of items 9 – 15 upon request to those without free online access per the agreement with AECT and Springer.

Important Course Notes

Late Work. All work not completed by the assigned due date will be graded as 0 unless the student's provider and/or UNT's system prevents the student from submitting a discussion posts, assignment, or assessment. The student is responsible for contacting the instructor, providing evidence of the outage and submitting any missed work within 24 hours of resolution of any system outage. **Students may request to take a comprehensive exam to replace grades of 0 for assessments and quizzes and/or to use their research presentation grade to replace grades of 0 for assignments, other than opening activities. Such requests must be made by the Thursday of the 15th week of class.**

Drops. The instructor reserves the right to request of the Registrar that a student be dropped from the course (W or WF) due to unsatisfactory progress. All students are expected to fully participate in all class activities. Full participation includes web-based activities.

SETE. The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class. The SETE will be available between November 18 and December 8.

Incompletes. See <http://essc.unt.edu/registrar/academic-record-incomplete.html> regarding incomplete grade information.

Medical Emergency. If you have a medical emergency that will prevent you from completing the course as scheduled, you **MUST** notify your instructor at the time of your medical problem. Requests for an INC or to drop the course must come at the time of the medical emergency and must be supported by a letter from your physician indicating that your medical situation will **NOT** permit you to work at your computer in order to submit your assignments as scheduled. Requests for an INC or to **DROP** this course based on a medical emergency **CAN NOT** be granted after the medical emergency. Of course all requests must meet standard university policy.

Endorsements and Certifications. These specialty offerings by the department are to assist you in upgrading your skills or qualifications. You need to make an appointment with the program coordinator to determine prescribed classes and requirements. You can earn an endorsement or certification without selecting a major field of study or being accepted as a degree seeking student in one of the various programs. **NONE OF THE COURSE WORK YOU APPLY TOWARD EITHER AN ENDORSEMENT OR CERTIFICATION MAY BE APPLIED TOWARD A GRADUATE DEGREE UNLESS YOU ARE ACCEPTED INTO A GRADUATE DEGREE PROGRAM PRIOR TO COMPLETING 12 HOURS OF COURSE WORK.**

Master's and Doctoral Programs. In order to successfully complete one of these graduate degrees you must first be accepted into the desired program of study. Acceptance into the

graduate school does not guarantee acceptance into a program. To be accepted into a program you must meet the prescribed criteria for the specific program. **YOU CANNOT COUNT MORE THAN 12 HOURS TOWARD ANY GRADUATE DEGREE WITHOUT FIRST BEING ADMITTED INTO A PROGRAM.** Any hours earned over 12 hours working on a certification or endorsement as a non-degree seeking student will not be accepted as work toward a degree. Prior to being considered for acceptance into a degree program you must complete the GRE (or GMAT where applicable) with an acceptable score. The GRE or GMAT should be taken **BEFORE YOU COMPLETE** your first semester of enrollment and may be taken more than once to improve your score.

Academic Dishonesty. Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes, but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Acceptable Student Behavior. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.dos.unt.edu/conduct.

Access to Information – Eagle Connect. Your access point for business and academic services at UNT occurs within the my.unt.edu site www.my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your email: <http://eagleconnect.unt.edu/>

Disability Accommodations. The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as

early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323

Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at www.my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Retention of Student Records. Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Coursework completed via the Blackboard on-line system, including grading information and comments, is also stored in a safe electronic environment. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and F.E.R.P.A. (Family Educational Rights and Privacy Act) laws and the university's policy in accordance with those mandates at the following link: <http://essc.unt.edu/registrar/ferpa.html>