

**University of Calgary  
 Werklund School of Education  
 Office of Graduate Programs in Education  
 EDER 603.21 – Research Methodology in Education  
 Summer 2015 - Online**

**Instructor:** Sarah Elaine Eaton, Ph.D.

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**Virtual Office Hours:** By appointment

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**Adobe Connect Sessions:**

Thursday, July 2, 2015 - 6:30 - 7:30 p.m.

Tuesday, July 28, 2015 - 6:30 - 7:30 p.m.

**Course Dates:** July 2 to August 14, 2015

**Delivery:** Desire2Learn and Adobe Connect

Holiday: August 3 (Heritage Day) – No classes this day.

**Course Description**

This first course in educational research methodologies provides the background necessary to make intelligent decisions around the kinds of research questions that might be asked and the sort(s) of insights and answers particular methods can provide.

**Extended Description**

This introductory course is designed for graduate students in the first year of their cohort-based Master's of Education programs. It focuses on various issues, methods, and techniques in educational research. The course includes some of the issues and dilemmas that frame the context for contemporary research, as well as a preliminary consideration of research strategies, methods, and techniques in a manner intended to assist participants in selecting research questions, methods, and strategies for further study. Participants will also be encouraged to approach research articles and reports with a critical perspective and develop some skills and techniques for this kind of close reading. In relation to a subsequent course, EDER 692 Collaboratory of Practice, this first course will have a focus on action research in education.

The field of education sits at a point of intersection of many other domains – including neurology, psychology, sociology, anthropology, and the many disciplines represented in various subject area specialties. This positioning compels a particular sort of methodological breadth across all programs in education. For that reason, it is not the purpose of the course to develop extensive technical (operational) competence in any particular method of research. Rather, the broader aim is to support an initial understanding of the nature and purpose of various approaches – all of which are useful in understanding educational phenomena, though they may appear to differ substantially.

Over the past 50 years, there has been a proliferation of theories and associated research methodologies in the field of education. A principal aim of the course is to nurture a sort of 'methodological connoisseurship' – by interrogating the distinctions and commitments that are associated with various approaches to inquiry rather than by championing specific emphases and approaches. To achieve this end, we should aim for a radical departure from traditional research

methods courses that focus on clusters of specific methodologies. The emphasis here will be on the decisions, attitudes, and commitments that take one to a particular approach and that compel certain methods.

The guiding question or attitude is not “How is this perspective or methodology different or wrong?” – which is deemed unproductive as every frame can be critiqued. The orientation is more toward “How is this perspective or methodology right?” To that end, among the simultaneous considerations are: What is the focus (the subject, object, phenomenon, unit of analysis) of interest? Does it change? If so, at what pace? Is it self-transformative and do other agents or phenomena (e.g., educators and researchers) participate in its change?

### **Course Objectives**

1. To review the range of purposes for, and products of, educational research – including the gathering of empirical data, the application of theory, the generation of theory, and the critique of theory.
2. To establish a basic literacy in research methodologies. Participants should be able to offer preliminary definitions of principal approaches to research in education and to distinguish among them according to phenomena examined, theoretical commitments, and relevance to their own research interests.
3. To appreciate that methodological breadth is better articulated in terms of complementarities than conflicts, recognizing that methods are developed in conversation with the phenomena they are intended to ‘investigate.’ As such, any comparison of methods demands a range of questions, including queries on what is being studied, who is doing the studying, the purposes of study, the time frames of the inquiry, etc. Details around technical differences among methods are at best secondary considerations in this conversation.
4. To interrogate the personal pre-judgments and methodological positionings that frame one’s questions, orient one’s selection of techniques, influence the details one notices, and affect the inferences one draws.
5. To introduce participants to the issues and challenges of conducting ethical research.

### **Learner Outcomes**

Throughout the course of study students will be able to:

- Identify viable and interesting research questions and ideas, both in their own potential research endeavours and in the work of published academics (LT1, LT2, LT3)
- Identify, compare and critique a variety of educational research methodologies based on their primary assumptions and methods (LT1, LT2)
- Evaluate the relevance of educational research methodologies with special consideration being given to stated research questions and the knowledge being sought (LT1, LT2, LT3)
- Differentiate between the central tenets of qualitative and quantitative data collection and analysis strategies with special consideration being given to the strengths, weaknesses and relevance of each in education (LT1, LT2, LT3)
- Assess the validity of a variety of research methods, both qualitative and quantitative, commonly used in education (LT1, LT2, LT3)
- Examine and interrogate the relationships between research questions, research methods and interpretation of findings in educational studies (LT1, LT2, LT3)

- Demonstrate a critical understanding of ethical considerations in educational research, particularly with regard to the use of human participants (LT2)
- Formulate and evaluate their own preliminary research questions in response to both their research interests and professional context. (LT3)
- Understand how action research applies to educational settings and contexts (LT1, LT3)

## Topics

The following list is intended to provide a preliminary sense of the structure of the course. While the course has been planned in considerably more detail, the instructor is electing to present more fully developed plans as the course unfolds.

- Epistemology, Ontology, Truth
- Purposes of Educational Research
- Objectivity-Oriented Methodologies: Statistical Methods; Experimental and Quasi-Experimental Research; Grounded Research
- Subjectivity-Oriented Methodologies: Phenomenology; Narrative Inquiry; Autobiography
- Intersubjectivity-Oriented Methodologies: Hermeneutics; Ethnography
- Interobjectivity (Participatory)-Oriented Methodologies: Action Research; Design-Based Research
- Criteria of “Good” Research: Reliability vs. Reasonableness, Validity vs. Viability, Predictability vs. Practicality, Rigor vs. Relevance
- Mixed-Modes Research
- Research Ethics

## Course Design and Delivery

This course will take place on-line via D2L and Adobe Connect. This method provides for excellent opportunities to discuss and debate the complexities of the various research methods common the educational research, however, it also demands a high level of commitment to D2L posts in order to fully benefit from the information being presented. While the course has been designed with a definitive structure regarding topics for discussion, readings and assignments, it should also be understood that student interests will drive the direction of the course and so topics may, in response, change as needed.

## Required texts and readings

### Books and Appendix

Creswell, J.W. (2014) *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed). Thousand Oaks, CA: Sage.

Hendricks, C. (2013). *Improving Schools through Action Research: A reflective practice approach* (3rd ed). Upper Saddle River, NJ: Pearson Education.

*Publication manual of the American Psychological Association (6<sup>th</sup> ed)* (2009). Washington, DC: American Psychological Association: Author.

Appendix A: Options for student research in the EDER 692 Collaboratory of Practice (at the end of this course outline).

Appendix B: Supplemental materials for Learning Task 2 – How to Do a Journal Review.

### Online Tutorial

TCPS 2 - CORE Tutorial. Online: <http://www.ucalgary.ca/research/research-services-office-rso/ethics-compliance/tcps2-core-tutorial>

- It is recommended that all students complete the online ethics tutorial: Ethical Conduct for Research Involving Humans: A Concise, Online Tutorial (CORE). Upon completion of the tutorial, a CORE certificate of completion will be issued which is required as part of the ethics application for students selecting OPTION C.

Tri-Council Policy Statement on Research with Human Participants (TCPS 2, 2014). Online: <http://pre.ethics.gc.ca/eng/policy-politique/initiatives/tcps2-eptc2/Default/>

### Supplementary online resource (available free of charge)

Basics of APA Style (Tutorial): <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

### Additional suggested readings and resources

#### Books

Edwards, M.G. (2010) Chapter 1: The need for metatheory in the study of organisational transformation. *Organizational transformation for sustainability: an integral metatheory* (pp. 10–25). New York: Routledge.

Denzin, N.K., & Lincoln, Y.S. (2005) *The Sage handbook of qualitative research* (4th ed). Thousand Oaks, CA: Sage.

Mertens, D.M. (2005) *Research and evaluation in education and psychology* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.

Slavin, R.E. (2007) *Educational research in an age of accountability*. Boston: Pearson.

Suter, W.N. (2012). *Introduction to Educational Research: A Critical Thinking Approach* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.

### Articles (Note: All of these articles can be accessed free of charge via the U of C library)

Bredo, E. (2009). Comments on Howe: Getting over the methodology wars. *Educational Researcher*, 38(6), 441-448, Retrieved from <http://edr.sagepub.com.ezproxy.lib.ucalgary.ca>

Davis, B., & Sumara, D. J. (2005). Challenging images of knowing: Complexity science and educational research. *International Journal of Qualitative Studies in Education*, 18(3), 305-321. Retrieved from <http://web.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost>

Pole, K. (2007). Mixed method designs: A review of strategies for blending quantitative and qualitative methodologies. *Mid-Western Educational Researcher*, 20(4), 35-38. Retrieved from <http://web.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost>

Resources from the U of C Library:

- Scholarly versus Non-Scholarly Sources: <http://136.159.25.22/Tutorials/ScholarlyVsNonScholarly/>
- Evaluating Internet Resources: <http://136.159.25.22/Tutorials/EvalInternetSources/>

### Weekly course schedule:

Week	Dates	Topic	Readings and Learning Tasks
Week 1	July 2 to 5, 2015	<p>Introduction to Educational Research</p> <p>Foundations of Educational Research Methodology – A Review of APA</p> <p><b>Adobe Connect Session #1:</b> Thursday, July 2, 2015 - 6:30 - 7:30 p.m.</p>	<p>Creswell – Chapter 1</p> <p>Hendricks – Chapter 1</p> <p>Basics of APA Style (Tutorial): <a href="http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx">http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx</a></p> <p>U of C Graduate Studies Calendar (Section on Academic Honesty and Plagiarism) <a href="http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html">http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html</a></p>
Week 2	July 6 to 12, 2015	<p>Generating Research Ideas Through Reflection &amp; Reviewing the Literature</p>	<p>Creswell – Chapter 2</p> <p>Hendricks – Chapters 2 &amp; 3</p>
Week 3	July 13 to 19, 2015	<p>Theory, Writing, &amp; Ethics</p>	<p>Creswell - Chapters 3 &amp; 4</p> <p>CORE 2 Tutorial</p>

			<a href="http://www.ucalgary.ca/research/research-services-office-rso/ethics-compliance/tcps2-core-tutorial">http://www.ucalgary.ca/research/research-services-office-rso/ethics-compliance/tcps2-core-tutorial</a>
Week 4	July 20 to 26, 2015	Introduction to Quantitative, Qualitative and Mixed Methods Foundations: <ul style="list-style-type: none"> <li>- Abstract</li> <li>- Research Problem</li> <li>- Purpose</li> <li>- Research Questions</li> </ul>	Creswell – Chapter 5, 6, & 7  <b>Learning Task 2: Ethical Practices in Educational Research: A Critical analysis of an educational research journal – due Monday, July 27.</b>
Week 5	July 27 to Aug. 2, 2014	Action Research in Education - Initial Planning and Connecting Theory to Action <b>Adobe Connect Session #2:</b> Thursday, July 28, 2015 - 6:30 - 7:30 p.m.	Hendricks – Chapters 4 & 5
Week 6	Aug. 4 to 9, 2015  (Note: Aug. 3 is a holiday)	Action Research in Education – Thinking about designing your research study	Hendricks – Chapter 6  Note: August 3, 2015 is a civic holiday. No classes.
Week 7	August 10 to 14, 2015	Foundations: Quantitative, Qualitative and Mixed Methods Research Design	Creswell – Chapters 8, 9, & 10  <b>Learning Task 3: Reflexive research design paper – due Friday, August 14, 2015 by 4:30 p.m.</b>

**Changes to schedule:** Please note that changes to the schedule may occur in response to student questions and conversations.

**Learning Tasks:** There are three (3) learning tasks required for this course.

<b>LEARNING TASK NUMBER</b>	<b>DESCRIPTION</b>	<b>PERCENT OF FINAL GRADE</b>	<b>GROUPING FOR TASK</b>	<b>DUE DATE</b>
LT 1	<b>Scholarly Community of Inquiry and Knowledge Building</b>	30%	Individual	<b>Ongoing until the end of the course.</b>
LT 2	<b>Ethical Practices in Educational Research: A Critical analysis of an educational research journal</b>	40%	Individual or partner	<b>Due date: Monday, July 27 by 4:30 p.m. Mountain Time</b>
LT3	<b>Reflexive research design paper</b>	30%	Individual or partner	<b>Due date: Friday, August 14, 2015 by 4:30 p.m. Mountain time.</b>

## **LT1: Scholarly Community of Inquiry and Knowledge Building**

**Percentage of the Final Grade: 30%**

**Due Date: Ongoing until August 14, 2015 - All postings for each week must be completed by Sunday night at 8:00 p.m. Calgary time.** Students are encouraged to submit their first post of the week by Wednesday to allow peers time to respond, thus cultivating a richer scholarly online dialogue oriented to knowledge building.

### **Description:**

Students are expected to engage fully in the online community of inquiry through original posts that clearly reflect you have completed the weekly assigned readings, reflected critically on what you have read, and that you are engaging with peers in collaborative and supportive dialogue. There are assigned readings for most weeks of the course. You are expected to read the assigned readings at the beginning of the week and post your response to the topic no later than the end of the week.

Posts should clearly demonstrate that you are building knowledge through citations and quotations from the readings, and putting new ideas and questions forward. In addition to referencing the required text, students are expected to be pro-active in finding and citing additional scholarly material to enrich the discussion and increase idea diversity. During the week, respond to your peers about the work they share, build and extend upon their ideas and dialogue with your peers about their questions/ideas posted about the readings.

In addition to your own postings, you are expected to reply at least once to a peer's post, and demonstrate deep levels of scholarly discourse and deepening of your mastery of the topic. Your grade will be based on both the scholarly sophistication of your contributions, as well as a demonstration that you are actively engaging with others through response to create an online community of ongoing, research-informed dialogue. Please note that following the completion of the weekly discussion, the discussion board may close for that week and students will be unable to make contributions in arrears.

### **Assessment Criteria:**

To get credit for engagement in the scholarly community of inquiry, students are expected to participate on a regular and on-going basis, and contribute to the weekly discussions in a timely manner. Learning Task #1 will be graded throughout the course using the Criteria for Scholarly Knowledge Building Rubric.

During Week 6, please post your self-assessment for this task in the dropbox. The self-assessment can include a copy of the rubric with highlights and one-page document with evidence of meeting the criteria in the rubric (i.e. citing dates of posts or providing excerpts of feedback provided to peers).



**LEARNING TASK #1**  
**CRITERIA FOR SCHOLARLY KNOWLEDGE BUILDING**

<i>Criteria</i>	<i>Does not meet requirements (C+ or lower)</i>	<i>Meets Requirements for Scholarly Performance (B- to B+)</i>	<i>Exemplary Scholarly Performance: Meets All and Exceeds Some Requirements (A- to A+)</i>
<b>Constructive Uses of Authoritative Sources</b>	Readings are summarized with little or no critical analysis or thoughtful interpretation Or You do not provide concrete evidence of having engaged with the course material.	Information sources are critically evaluated and writing demonstrates recognition that even the best ideas are improvable. You cite or quote specific details from the article.	You draw upon content from the readings by citing or quoting specific passage. You supplement these with additional information sources, as evidence for helping others build knowledge and deepen their understanding.
<b>Democratizing Knowledge</b>	You add your contribution with little recognition of others in the group.	You recognize and praise everyone's work and help others find needed information.	You treat all participants as legitimate contributors to the shared goals of the community; all have a sense of ownership of knowledge advances achieved by the group.
<b>Epistemic Agency</b>	You demonstrate a personal sense of direction, power, motivation, and responsibility.	You mobilize personal strengths to set forth your ideas and to negotiate a fit between personal ideas and ideas of others.	You mobilize personal strengths to set forth your ideas and to negotiate a fit between personal ideas and ideas of others, using contrasts to spark and sustain knowledge advancement rather than depending on others to chart that course for you.

<b>Idea Diversity</b>	You participate in brainstorming different ideas.	You play an active role in putting forward different ideas to create a dynamic environment.	You play an active role in putting forward different ideas to create a dynamic environment in which contrasts, competition, and complementarity of ideas is evident, creating a rich environment for ideas to evolve into new and more refined forms.	
	<b>Improvable Ideas</b>	You accept or reject ideas as truth on the basis of logical argument and evidence.	You treat all ideas as factual, informed by argument and evidence, and improvable.	You treat all ideas as improvable by aiming to mirror the work of great thinkers in gathering and weighing evidence, and ensuring that explanations cohere with all available evidence.
		<b>Knowledge Building Discourse</b>	Your contribution to discourse allows participants to express and gain feedback on their ideas, defend different points of view, arrive at conclusions.  Meets minimum number and type of postings.	Your contribution to discourse serves to identify shared problems and gaps in understanding, and demonstrates scholarly discourse and deep understanding of topics.  Meets requirements of one original post per week, and one substantive post in response to a peer.

<b>Scholarly Writing</b>	Your writing is not scholarly in nature nor do you use APA style to cite sources or APA standard.	Your writing is mostly scholarly in style and tone, and follows APA standard.  You consistently use APA Style to cite sources with some editing considerations to achieve clarity.	You write in a clear and scholarly manner, with a consummate command of APA style and standards.  You consistently use APA Style and citation protocols for all sources
	<b>Due dates for postings</b>	You do not contribute to the discussion board by the weekly deadlines.	You post to the discussion board on the day the weekly posts are due, or the day prior to the deadline.

## **LT2. Ethical Practices in Educational Research: A Critical analysis of an educational research journal**

**Percentage of the Final Grade: 40%**

**Due date: Friday, July 31 by 4:30 p.m. Mountain Time.**

**Length: Approximately 10 pages (double-space not including Title Page and References)**

**Format: APA Style**

*This is an individual assignment* with three, inter-related components:

Part 1: Critical Analysis of An Educational Research Journal

Part 2: Ethical Practices in Educational Research

Part 3: Making Connections between Ethics and Options for Student Research and Inquiry

This assignment provides an opportunity to explore your particular research interests, to develop an understanding of ethical considerations and practices in educational research, and to engage in deep learning about a particular research methodology. In this assignment, you are asked to review **3-5 articles** from at least **3 issues** of a research journal over a publication period of about **5 years**. (You may want to choose a journal and/or articles that speak to your interests/concerns in your professional practice.)

### **Part 1: Critical Analysis of An Educational Research Journal**

#### **Purpose:**

To develop understanding of peer-reviewed research journals as scholarly publications.

**Description:** (Please refer to Appendix B for supplemental materials)

Select a peer reviewed, educational research journal whose articles are accessible online via the U Calgary library or through open source. Select a journal that is aligned with your research interests and ideas and the type of research you aim to carry out. In your writing, you will include a rationale indicating why you selected this journal and articles from the journal for analysis (e.g., a relevant source for your topic, or a journal to publish your work in future, or a journal aligned with your selected research methodology, and so on).

In your writing, draw specifically on at least three articles from the research journal to:

- Examine and interrogate the relationships between research questions, research methods and interpretation of findings in the three educational studies, with particular attention given to the knowledge being sought and generated.
- Demonstrate an understanding of the difference between the central tenets of qualitative and quantitative data collection and analysis strategies with special consideration being given to the strengths, weaknesses and relevance of each in educational research.
- Report on the variety of research methods, both qualitative, quantitative and mixed

- methods, in common use in educational research.
- Does the journal favor a particular research methodology (e.g. quantitative, qualitative, mixed methods)?
  - Does the journal publish only primary research (e.g. studies where the authors have gathered the data first hand themselves or does it also publish secondary research or conceptual inquiries (e.g. literature reviews, position papers, etc.)?

Instructions: Your instructor will post details on how to do this assignment on D2L.

Recommended Length: 3-4 pages of the overall document.

Format: APA style

## **Part 2: Ethical Practices in Educational Research**

### **Purpose:**

To engage critically with the manner in which peer-reviewed journals contribute to the ways 'acceptable knowledge claims' must be formatted within a field.

### **Description:**

For this part of the learning task, you will be thinking about ethical considerations in educational research as you review articles and review the codes of practice in educational research journals. Educational researchers need to understand ethical requirements for research with human participants, such as free and informed consent, fairness and equity in participation, privacy and confidentiality, estimations of risk, access to and storage of data, and knowledge mobilization. This part of the learning task enables you to develop a critical understanding of ethical considerations in educational research as you begin to situate yourself within the field of ethics in educational research, and to begin to consider the ethics involved in your emerging research interests.

At the University of Calgary, there are two research ethics boards, three animal care committees, and a biosafety committee. All research, funded or unfunded, involving humans, animals or biohazards must first be reviewed by and receive approval from the appropriate board or committee before any research can begin.

Researchers must understand the specific requirements and obtain the necessary certifications and approvals for their research before commencing. The Tri-council Policy Statement (TCPS 2) is a common research ethics policy for human research conducted in institutions funded by the Canadian Institutes of Health Research (CIHR), the Natural Sciences and Engineering Research Council (NSERC) and the Social Sciences and Humanities Research Council (SSHRC), Respect for human dignity has been an underlying value of the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (TCPS or the Policy) since its inception. Three core principles inform the TCPS 2: respect for persons, concern for welfare and justice.

### **Instructions:**

Refer to Creswell's (2014) table *Ethical Issues in Qualitative, Quantitative, and Mixed Method Research* on pages 93-94 to consider how ethical issues are taken up in educational research through your reading of the selected articles from your selected journal and within your

educational practices. To better understand ethical practices in your action research, consider the following in your write-up:

Ethical Considerations in the Research:

- How do(es) the researcher(s) attend to the following ethical considerations?
  - Privacy, confidentiality, anonymity, informed consent
  - Betrayal, deception, trustworthiness, risk and harm
  - Gaining access to research setting and participants
  - Selection of the participants?
  - Questions of power, cultural practice, reciprocity
  - How are the results presented? Think of language, voice, authorship, and representation.
  - Do(es) the researcher(s) practice absolutist or situational ethics?
  - Are there particular ethical issues inherent in different research methods? Do(es) the author(s) address them?

Recommended Length: 3-4 pages of the overall document.

Format: APA style

**Part 3: Making Connections between Ethics and Options for Student Research and Inquiry**

**Purpose:** Begin to: situate yourself as a graduate-level scholar, in the field of educational research; understand and explore the ways in which you, as a researcher, might begin to conceptualize your own research inquiry; and understand and explore how your beliefs, values, attitudes and assumptions shape your research interests and methodological approaches. (This part of Learning Task #2 will be explored further as part of Learning Task 3.)

**Description:**

Thinking ahead, refer to the three options provided for student research in the EDER 692 Collaboratory of Practice in Appendix A for descriptions of the options you will have as your research design develops. Referring to relevant chapters in the course texts (Creswell, 2014; Hendricks, 2013) and your selected journal articles, consider the following questions:

Ethical Practices in Educational Research and Personal Considerations:

- What is the nature of ethics in educational research?
- How do your personal values (e.g., morals, beliefs) inform your educational practices? How might this inform your ethical considerations for ongoing and future action research?
- How has what you have learned so far shaped you as an emerging researcher?
- Do you imagine your graduate level research project involving research participants? If yes, which of the three options above might best suit the type of research you are considering? Why?

**Post Part 3** of your Learning Task to the **D2L discussion board** for peer sharing.

Recommended Length: 1 - 2 pages of the overall document.

Format: APA style

Learning Task #2 will be according to the criteria of thoroughness of introduction, demonstration of critical awareness of journal purposes, positionings and quality, ethical considerations and practices in educational research, and critical reflection of the self as researcher in the context of conceptualizing your research design. Students will post briefs of sections of the critical review in the discussion forum in Desire2Learn for peer review within the studio group.

**Criteria for Assessment for Learning Task 2**  
**Critical analysis of an educational research journal**

<b>Criteria</b>	<b>Does not meet requirements (C+ or lower)</b>	<b>Meets Requirements (B- to B+)</b>	<b>Meets all and exceeds some requirements (A- to A+)</b>
Introduction	No discernible introduction, or the introduction is poorly written.	The paper starts with a clear introduction that clearly identifies the point of your paper. Your research question or thesis statement is clearly identifiable.	The introduction serves as a “road map” to the reader, clearly establishes the value of ideas in your paper. You articulate the main point of your project in clear and concise ways.
Use of evidence and data in support of knowledge claims	Your analysis is editorial in nature, based largely on opinion or anecdotes OR the language used in your work is inflammatory or journalistic in nature OR you make generalized claims without providing sufficient evidence to back up your assertions.	You attempt to persuade the reader using a critical reflexive approach, providing evidence to support your assertions.	Your work is deeply persuasive because you have provided specific, authentic evidence grounded in published and reliable research, to back up every claim you make. Your paper is free of inflammatory and journalistic language. Your style is reflexive and critical.
Conclusions	A clearly articulated conclusion is not provided or the conclusion is poorly constructed.	The conclusion clearly and succinctly summarizes the argument.	Summarizes argument and restates the article’s relevance to literature. The conclusion points beyond the article to the larger context, highlighting its significance and provides direction for future research.

APA	<p>Non-scholarly writing is presented or your writing does not adhere to APA style.</p> <p>Your paper does not conform to APA standards.</p> <p>Your work does not contain explicit headings, formatted according to APA standards.</p> <p>Your references have many APA errors.</p>	<p>Presents scholarly writing.</p> <p>Your paper generally follows APA standards in a basic way.</p> <p>Your paper is clearly organized with explicit APA headings for structure.</p> <p>Contains cited references with few APA errors.</p>	<p>Presents exemplary scholarly writing that requires little to no editing and demonstrates adherence to APA standards.</p> <p>Your paper demonstrates mastery of APA professional formatting standards including, but not limited to page margins, font style and size, use of header (which differs from the running head on your title page), and the inclusion of appropriately placed page numbers.</p> <p>Your paper is clearly organized with explicit APA headings for structure.</p> <p>You use a maximum of three levels of headings, as appropriate for a paper of this length.</p> <p>Your introduction does not carry a heading of any kind.</p> <p>Contains a complete list of references, accurately cited using APA format.</p>
Spelling, grammar and structure	Your paper contains many spelling, grammar or structural errors.	Your paper contains very few spelling, grammar or structural errors.	Your paper is free of spelling, grammar and structural errors. You have employed consistent spelling throughout your paper, according to the preferences of the journal you have chosen and APA standards.
Journal URL	No active journal URL has been provided.	Provides an active URL for the selected journal.	Provides an active URL for the selected journal.
Organization & structure	Your writing is not clearly organized. No clear structure is discernible. Main ideas are difficult to identify.	Your paper is clearly organized. Ideas are clearly expressed.	Your paper provides a compelling opening (anecdotal, subject, critical, significance, historical or argumentative) and conclusion that summarizes in a powerful way pointing beyond the article.

**Part 1: Critical Analysis of an Educational Journal**

<b>Criteria</b>	<b>Does not meet requirements (C+ or lower)</b>	<b>Meets Requirements (B- to B+)</b>	<b>Meets all and exceeds some requirements (A- to A+)</b>
Awareness of journal purposes and positionings	You have provided a surface level reading and a cursory understanding the journal's purpose, positionings and quality	You have provided a detailed description of the journal's purpose, positionings and quality	You have provided an in-depth, introspective presentation of the journal's purpose, positionings and quality.



Rationale for Journal and Article Selections	You have provided a weak rationale for your journal and article selections	You have provided a rationale for your journal and article selections	You have provided an in-depth rationale for your journal and article selections
Methodological Understandings	You provide surface level application reading and a cursory understanding of the connections between worldview, research design (inclusive of research topic, problem, and purpose) and research methods.	You show emerging understandings of the connections between worldview, research design (inclusive of research topic, problem, and purpose), and research methods in your analysis of the journal articles.	You show exemplary and in-depth understanding and mastery of the connections between worldview, research design (inclusive of research topic, problem, and purpose), and research methods in your analysis of the journal articles.
<b>Part II: Ethical Practices in Educational Research</b>			
Assessment of Journal's Knowledge Claims	You show a surface or cursory understanding of the relationship between codes of practice within your selected journal and knowledge production. You make little assessment of the ways in which the journal produces knowledge.	You show an emerging understanding of the relationship between codes of practice within your selected journal and knowledge production. You attempt to assess the ways in which the journal produces knowledge	You show an in depth understanding of the relationship between codes of practice within your selected journal and knowledge production. You make substantive assessment of the ways in which the journal produces knowledge (e.g. what kind of knowledge is produced and by what means).
Ethical Understandings	The writing yields surface or cursory understanding of the ethical practices and approaches scholars use when adopting research methodologies and making knowledge claims.	The writing yields an emerging understanding of the ethical practices and approaches scholars use when adopting research methodologies and making knowledge claims.	The writing yields a deep understanding of the ethical practices and approaches scholars use when adopting research methodologies and making knowledge claims.
<b>Part 3: Making Connections Between Ethics and Options for Student Research and Inquiry</b>			
Reflexivity	Your position within the field of education is unclear. You do not provide connections between your values, beliefs, worldviews and your emerging research interests.	You attempt to position yourself within the field of ethics in educational research. Connections between your values, beliefs, worldviews in relation to your emerging research interests can be teased out.	You substantively position yourself within the field of ethics in educational research. You effectively and explicitly draw out your values, beliefs, worldviews in relation to your emerging research interests.

Ethical Practices in Educational Research	You have limited discussions about the nature of ethics in educational research	You have clear and concise discussions about the nature of ethics in educational research.	You have in depth, generative and substantiated discussions about the nature of ethics in educational research.
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### LT3: Reflexive research design paper

**Percentage of the Final Grade: 30%**

**Due date: August 14, 2015 by 4:30 p.m. Mountain time.**

Purpose:

This learning task is specifically designed to help you articulate and challenge the assumptions you bring to educational research and to provide a basis for considering choices of particular methodologies and their associated methods, which you will examine in further detail throughout the remainder of your time in the masters program. A critical component of doing educational research ethically is with understanding the ways in which you, the researcher, become situated in conceptualizing your inquiry; how your beliefs, values, attitudes and assumptions shape your research interests and methodological approaches (you started looking at this in Part 3 of LT 2).

Research active practitioners who aim to develop expertise in studying problems of practice in complex, dynamic and authentic learning systems and contexts, are encouraged to strongly consider action research – an action-oriented participatory methodology -- as their approach.

In this learning task, you will address your understanding of your role as an educational researcher by situating your interests, experiences, and expertise within a problem of practice, and within one or more research questions and ideas. You will articulate your current understanding of your role as an educational researcher by situating your emerging research ideas and questions within a methodological approach, such as action research.

In this assignment you will articulate your process of coming into your emerging research interests, purpose, questions and ethical considerations. You will be critically reflecting on the self as researcher within your overall research design. You are required to: (1) examine the sorts of research interests and questions that you currently have, (2) discuss the methodological considerations that accompany that/those interest(s), and (3) elaborate on the theoretical and ethical considerations that might arise in the pursuit of greater understanding of that research question and interest.

- The following layout is only a sample guideline and may be used or adapted for your paper:
  - **Title Page** – include a descriptive title, avoid abbreviations, maximum 12 words
  - **Introduction of the Topic** (~1 page) – Include a clear description of the research topic, problem of practice or issue based on your current research interests and research contexts.
  - **Role of Researcher (~1-2 pages)** Articulate the development of your identity as a researcher in relation to multiple perspectives on educational research, and clearly connect your interests, experiences, and expertise within a problem of practice, and within one or more research questions and ideas. Discussion could include your experiences in relation to an emerging theoretical framework/paradigm/worldview and how that informs your interest and identification of an emerging problem of practice. Consider, what brings you to this research?
  - **Research Statement** (~ 1-2 pages) – provide a literature-informed discussion engaging the journal articles you read for LT 2 about the problem of practice identified in the

introduction and the research questions and ideas of interest (set of objectives, intent or major idea). How did you go about searching for literature on your topic? What emerging themes are you noticing, inclusive of ethical considerations, in the literature you have read on your topic? What are your next steps in searching for further literature on your topic based on your initial reading of a sample of literature? Begin thinking about how your research converges and diverges from the predominant literature on your topic.

- **Conceptualizing an inquiry** (~ 3 – 4 pages) – Refine the purpose into emerging research questions (one or more) according to the methodology selected and to convey the emerging design for the inquiry. Share your process of coming into your research questions in relation to your selected methodological approach. Include your initial thoughts in the manner in which you are conceptualizing your inquiry: how did you come into your research topic? What is your purpose for the emerging inquiry? What brings you to your methodological approach?; How does that approach inform your research questions? What are some ethical considerations? What is/are possible contexts for your inquiry?
- **Methods of Inquiry** (~ 2-3 pages) – Discuss the emerging design of the inquiry / study, your thoughts on proposed forms of literature review, information gathering, data collection that will help you address the problem of practice in the inquiry / study, and ways that you might analyze and interpret multiple forms of information and data gathered throughout the inquiry.
- **Ethical Issues** (~ 1 page) – Discuss the ethical considerations and anticipated issues in the inquiry based on the setting and participants that may be chosen, the purpose of the inquiry, and the methods of inquiry selected.
- **Conclusion** (~ 1 page) – Provide a conclusion, summarizing your process of coming into conceptualizing an emerging research study. Include some initial thoughts for carrying out a disciplined inquiry / study into the problem of practice and employing proposed methodologies / methods of inquiry, along with the anticipated benefits of this work.
- **References** – Provide a complete list of sources cited in your paper, in APA format.

The paper should be a maximum of 15 pages, exclusive of title page and references, and will be graded using the criteria in the rubric. Scholarly writing following APA format is expected. This task also includes a short one-slide presentation during the final Adobe Connect Session or posted on D2L.

**LEARNING TASK #3**  
**CRITERIA FOR REFLEXIVE RESEARCH DESIGN PAPER**

<b>Criteria</b>	<b>Fails to Meet Requirements (C+)</b>	<b>Meets All Requirements (B- to B+)</b>	<b>Meets All and Exceeds Most Requirements (A- to A+)</b>
Title page	<p>The title is vague or non-descriptive. Information is missing or the title page is not in APA format.</p>	<p>A title page with a clear title, course name and number, student name and date are included.</p>	<p>Includes an APA-style title page that includes a clear title, course name and number, student name and date and a running head of 50 characters or fewer, as per APA style.</p> <p>Title is an orienting device and provides a clear, powerful invitation describing research report, suggesting argument or implications; includes searchable keywords in title.</p>
Organization	<p>No clear structure is discernible.</p> <p>Writing is not clearly organized.</p>	<p>Clearly identifies the purpose of the paper early in the report and paper is organized with clear headings and subheadings.</p> <p>The conclusion points beyond the research report.</p>	<p>The purpose of the paper is described early in the report with a clear “road map”<sup>*</sup> provided for the reader. The body of the paper flows logically and includes sections with clear labels and transitions between sections. The conclusion points beyond the research report to the larger context, and identifies likely benefits and direction for future research.</p> <p><sup>*</sup>A well-articulated introduction that provides a clear, logical, and succinct description of content, scope, and organization of the paper, which draws the reader’s attention to a central concern, debate, or contention.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reflexivity and Role of Researcher</p>	<p>Development of identity as a researcher in relation to multiple perspectives on educational research is difficult to discern.</p> <p>Connections between interests, experiences, and expertise within a problem of practice and within emerging research questions and ideas are surface and cursory.</p>	<p>Attempts to articulate the development of identity as a researcher in relation to multiple perspectives on educational research.</p> <p>Makes implicit connections between interests, experiences, and expertise within a problem of practice, and within emerging research questions and ideas.</p>	<p>Articulates the development of identity as a researcher in relation to multiple perspectives on educational research.</p> <p>Clearly connects interests, experiences, and expertise within a problem of practice, and within emerging research questions and ideas.</p> <p>Situates the self as researcher within the process of your emerging research inquiry.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Research Statement</p>	<p>Rationale for research is missing or requires additional clarification; limited or superficial identification and description of practical problem or issue, context and importance of chosen topic.</p> <p>Self is missing from the process of an emerging literature review.</p> <p>Emerging themes on topic are difficult to discern.</p>	<p>Adequate argument/ rationale for the research with some evidence of theoretical underpinnings and understanding of ethical issues.</p> <p>Adequately situates self in the process of an emerging literature review.</p> <p>Adequately articulates emerging themes on topic.</p> <p>Hints at location of inquiry within the literature.</p>	<p>Exceptional identification and description of the topic, practical problem or issue with evidence of theoretical underpinnings and understanding of ethical issues.</p> <p>Substantively situates self as researcher in the process of an emerging literature review.</p> <p>Clearly articulates emerging themes on topic.</p> <p>Addresses emerging thoughts on location of inquiry within the literature.</p>

Conceptualization of Inquiry	<p>Emerging research questions don't align with methodological approach and/or are difficult to discern.</p> <p>Process of coming into the inquiry is unclear.</p>	<p>Emerging research question(s) could work with methodological approach articulated.</p> <p>Attempt to articulate the process of coming into the inquiry.</p>	<p>Emerging research question(s) are well suited to methodological approach articulated.</p> <p>Process of coming into the inquiry is clearly articulated.</p>
Methods of Inquiry	<p>Additional methodological considerations need to be addressed.</p>	<p>Presents a design that attempts to be cohesive, grounded in the literature, personal experience and reflexion, and the required readings from the course, but could be more clear.</p>	<p>Emerging design of research is well thought out and cohesive, grounded in the literature, personal experience and reflexion, and the required readings from the course.</p>
Ethical Issues	<p>Additional theoretical and ethical considerations need to be addressed.</p>	<p>Theoretical and ethical considerations are examined critically with regards to the research proposed.</p>	<p>Theoretical and ethical considerations unique to the proposed study are examined critically.</p> <p>Particular attention is given to ways that theoretical and ethical issues might be mediated and provides necessary steps to address anticipated issues.</p>
Writing	<p>Non-scholarly writing is submitted</p>	<p>Scholarly report. Mostly written using APA style.</p>	<p>Scholarly writing that requires little to no editing and demonstrates adherence to APA standards.</p>
References	<p>Contains few or incomplete references. Pays little attention to APA standards.</p>	<p>Contains cited references with few APA errors.</p>	<p>Contains a complete list of references, accurately cited using APA format.</p>

## Appendix A

### Options for student research in the EDER 692 Collaboratory of Practice

#### **OPTION A: Action Research – Institutional Research Information Services Solution (IRISS) Sandbox Ethics Application**

Student researchers who will NOT publish or share the results of their action research publicly but want to experience research processes that include adult participants in the research may select this option. The instructor will submit a general CFREB application for ethics including the limited methodologies that student researchers can use and a simple consent instrument. The instructor is responsible for ensuring all student researchers comply with the research using methods for data collection limited in scope (i.e. student researchers will be restricted to action research, interviews and/or focus groups). The participants in the study are adults and key informants or adult individuals already known to the student researcher via his/her personal or professional contacts, so recruitment activities are easily regulated. There is no data collection with minors planned for this line of inquiry. **Early in the Fall term**, student researchers who select this option will complete an ethics form using the Institutional Research Information Services Solution (IRISS) online sandbox to provide detail about the research, timeline, and data sources and will demonstrate how the research is consistent with the general application for course-based ethics submitted by the instructor. The ethics application created in the IRISS sandbox will be saved as a pdf document and will ONLY be submitted to the instructor for approval. The research conducted via the sandbox ethics application CANNOT be shared beyond the Collaboratory I or Collaboratory II course work as it will constitute course-based research activity by student-researchers rather than shareable research.

#### **OPTION B: Proposal for Independent Inquiry (NOTE: Ethics is not required for this option)**

Student researchers who do NOT plan to include any participants in the research and who may or may not wish to share their work publicly should select this option. Student researchers will prepare a proposal for an independent inquiry into a complex learning problem or problem of practice. An inquiry proposal needs to be based on a research-informed rationale for studying a complex learning issue or problem of practice. The inquiry can involve the student researchers studying and reflecting on their own practice in the classroom without involving other participants in the research, or without collecting any data from human participants. The individual inquiry could be design focused and result in designing a learning solution, a learning environment or innovative application, and/or developing an innovative approach to learning, professional development or leadership. The student researchers will review the associated literature and published research in the field to inform the findings and design as part of the independent inquiry, findings which may also result in a call to action, making recommendations for practice, or advocating for a new approach to learning, teaching or leadership.

#### **OPTION C: Individual Ethics Application & possible Jurisdiction Ethics Application**

Student researchers who plan to include human participants in the research and plan to publish or share the outcomes of their research publicly, beyond the course (i.e. to personnel from school or jurisdiction, to a professional association, as a conference presentation, as an article for publication, and so on) are required to select this option. The student researchers who plan to select this option will inform the Academic Coordinator by **early August**. Students will be required to complete the CORE Tutorial and submit their CORE Certificate as part of the ethics application process at the University of Calgary. Students will complete an ethics form using the Institutional Research Information Services Solution (IRISS) online sandbox to draft detail about the research, timeline,



and data sources **early in August**. The ethics application created in the IRISS sandbox will be saved as a pdf document and will be submitted FIRST to the designated instructor for review. Once the instructor has reviewed the application, the student researcher will be directed to next steps in formally submitting the ethics application with the CORE certificate to the CFREB for approval by **mid-August**. Ethics approvals by the review board can take 2-3 weeks, so it is important this step is completed prior to the start of Fall term to allow the student-researcher sufficient time to collect data from research participants.

Appropriate ethics applications for the jurisdiction(s) involved in the study will also need to be submitted and approved before data collection can begin. It is the responsibility of the student researcher to contact the jurisdiction(s) involved in the study and determine requirements/deadlines for ethics applications. In some school jurisdictions, the ethics approval processes occur at set intervals in the year and will require advance planning. It is important for the student to determine the specific requirements for school jurisdiction ethics applications as soon as possible, and to prepare the appropriate application documents for timely submission. It is advised to share the jurisdiction ethics application/forms with the instructor for feedback prior to submitting for approval.

Students will require ethics approval granted by CFREB and associated school jurisdiction(s) prior to data collection if considering future publication of the research or sharing the research findings publicly beyond the EDER 692 Collaboratory of Practice course work. Consult with the instructor early in the course for support in submitting a formal ethics application for CFREB approval and jurisdiction approval. Carefully review the CFREB web site with information about application process, consent form templates, CORE tutorial requirements and ethical considerations - <http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>

## **Appendix B**

### **LT 2: How to do a Journal Review**

Learning Task 2 is about reviewing an entire journal, not just one article or the work of one scholar. It is about getting a feel for the journal as a publication of scholarly and academic research.

I recommend reading articles from at least three issues of the journal, over a period of about five years.

#### **\*\* Key questions to answer \*\***

Some key questions to consider are:

- Who is the editor?
- Is the journal peer-reviewed?
- Are manuscripts edited, reviewed, blind reviewed or double-blind reviewed? (If you don't know what these terms mean, you'll have to go look them up). Hint: Double-blind review is considered the most prestigious.
- How long has the journal been in publication?
- What types of articles does the journal publish?
- Does the journal favor a particular research methodology (e.g. quantitative v. qualitative)?
- Does the journal publish only primary research (e.g. studies where the authors have gathered the data first hand themselves) or does it also publish secondary research (e.g. literature reviews, position papers, etc.)?
- What is the acceptance rate for manuscripts? Generally, the lower the acceptance rate, the more difficult it is for writers to have their work published in the journal. This often increases the journal's prestige, since you know that only the very best manuscripts are accepted for publication.

#### **\*\* Publication elements \*\***

Most journals have three elements to their titles:

Title - e.g. Canadian Modern Language Review

Volume number - This number usually comes directly after the title. It indicates how many years the journal has been in publication. So, Vol. 23 would mean that the journal has been in publication for 23 years. Generally speaking, the higher the volume number, the older the journal. The older the journal, the more longevity it has. The more longevity a journal has, the higher its prestige.

Issue number - This number comes after the volume number. It indicates the number of the journal published in any given year. A typical scenario is that a journal would produce either two or four issues per year. So, issue 3 means the third issue published that particular year.

#### **\*\* Finding a reputable journal \*\***

Reputable scholarly journals are accessible through the U of C library. You will need to login with your user name and ID. This will give you access to thousands of journals that are not available to

the general public. Subscriptions to these journals are quite expensive and your access to them through the library is included in your tuition.

Please take advantage of this privilege and find a highly-esteemed journal available through our library, rather than using only the regular Internet.

**\*\* Sample headings for your final project \*\***

Your final project should follow APA standards for formatting. This includes using proper headings, formatted according to APA requirements. (If you are using the paperback version of manual, see pp. 62-63 for how to format your headings).

Appropriate level one headings for your final project might include:

- Historical overview
- Editorial team overview
- Review process and rates of acceptance
- Types of articles published
- Publication rates
- Conclusion

These are just a few examples to get you started. You may use other headings if you like.

There are also services available to let you know how the journal you have chosen ranks in comparison to other journals in the field. I recommend that you familiarize yourself with these systems and comment on this in your final project.

Hopefully this helps to give you some direction on how to approach your final project for the course.

## Graduate Programs in Education: Grading Scale

Distribution of Grades*			
Grade	GP Value	Percent	Graduate Description
A+	4.0	95 - 100	Outstanding
A	4.0	90 - 94	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.7	85 - 89	Very good performance
B+	3.3	80 - 84	Good performance
B	3.0	75 - 79	Satisfactory performance. <i>Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each year of the program.</i>
B-	2.7	70 - 74	Minimum pass for students in the Faculty of Graduate Studies
C+	2.3	65 - 69	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.0	60 - 64	
C-	1.7	55 - 59	
D+	1.3	50 - 54	
D	1.0	45 - 49	
F	0.0	< 45	

\*Based upon Faculty of Graduate Studies 2014/2015 Calendar, "Distribution of Grades".

### Werklund School of Education Appeals Policy and Process:

- <http://werklund.ucalgary.ca/gpe/werklund-school-education-appeals-policy-amp-process>

### Universal Student Ratings of Instruction (USRIs)

Students are strongly encouraged to complete course evaluations for each course taken in their program. Student feedback on their experience in a course is taken very seriously by the Werklund School of Education in timetabling and staffing courses. Student feedback via the Course Evaluation is used to monitor the quality of teaching, the quality of students' learning experiences and the quality of course design in Graduate Programs in Education.

Students are advised to become familiar with the Faculty of Graduate Studies policies and the University of Calgary support services in these areas: intellectual property, academic integrity, plagiarism, research ethics, effective writing, and English language proficiency. Information about these topics is available through the following web addresses:

- **Plagiarism + academic misconduct:** <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html>
- **Intellectual Honesty:** <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-m.html>
- **Integrity:** <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-r.html>
- **Research Ethics:** <http://www.ucalgary.ca/research/researchers/ethics-compliance>

- **My Grad Skills:** <http://grad.ucalgary.ca/mygradskills>
- **Intellectual Property:** <http://grad.ucalgary.ca/current/managing-my-program/academic-integrity/intellectual-property>
- **Student Success:** <http://www.ucalgary.ca/ssc/>

### **Graduate Studies Calendar, Excerpts on Plagiarism:**

#### 0.1.a) Definitions

1. Plagiarism - Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged.

(b) Parts of the work are taken from another source without reference to the original author.

(c) The whole work (e.g., an essay) is copied from another source, and/or,

(d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

#### 0.1.b) Penalties, can include and are not limited to:

1. Failing Grade - A student may be given a failing grade in either an exercise or course in which that student is found guilty of plagiarism, cheating or other academic misconduct. A student may not avoid a failing grade by withdrawing from the course.

2. Disciplinary probation.

3. Suspension.

4. Expulsion.

**Copyright:** All material used in the course is for the sole use of the individual and should not be recopied in either print or digital format. For copyright guidelines, including those relating to photocopying and electronic copies, please refer to the Association of Universities and Colleges of Canada (AUCC) fair dealing guidelines: <http://library.ucalgary.ca/copyright>

**Academic Accommodations** – It is the students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at [www.ucalgary.ca/access](http://www.ucalgary.ca/access).

**Campus Security** provides a range of services intended to promote and facilitate a safe and secure learning and living environment, e.g. the SafeWalk program for students attending classes on campus. For more information please visit <http://www.ucalgary.ca/security/> or telephone 403-220-5333.

The **Freedom of Information Protection of Privacy Act (FOIPP)** prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit assignments, or submit/return assignments as electronic files attached to private e-mail message.

**The US Patriot Act** - In order that you can make informed decisions about what technologies, services and tools you will use for the completion of course assignments, and any other learning tasks (i.e., online discussions) please note that under the United States Patriot Act course work published using services or tools subject to the US Patriot Act can be seized with disclosure, and you may not be permitted to inform anyone but your legal counsel. If seizure under the US Patriot Act was to occur, and you lost coursework / assignments that were stored on a US server, it may compromise your successful completion of learning tasks and the course.

Please familiarize yourself with the University of Calgary's website on "Privacy and the Online Academic Environment" <http://lcr.ucalgary.ca/privacy> and familiarize yourself with the US-Patriot Act.

**Emergency Evacuation Assembly Points** - For both the Education Tower and Education Block, use the Scurfield Hall Atrium (Primary) or Professional Faculties Food court. See: <http://www.ucalgary.ca/emergencyplan/assemblypoints>