

**University of Calgary
Werklund School of Education
Office of Graduate Programs in Education**

**EDER 692.06 L02
Collaboratory of Practice
Interdisciplinary Studies
Fall 2016**

Instructor: Sarah Elaine Eaton, Ph.D.

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Office Hours / Virtual Office Hours: By appointment

Term Dates:

September 12, 2016 – December 9, 2016

Dates of note:

Monday, October 10 – Thanksgiving day – Holiday. University closed.

Thursday, November 10 – Sunday, November 13 – Reading days. No classes.

Adobe Connect Sessions:

There will be three synchronous Adobe Connect sessions throughout the term. Each session will be scheduled for one hour and will be recorded. Additional individual or small group Adobe Connect sessions may be scheduled with the instructor as needed.

- Tuesday, September 13, 2016 - 6:00 p.m. – 7:30 p.m.
- Tuesday, October 4, 2016 - 6:00 p.m. – 7:30 p.m.
- Tuesday, November 15, 2016 - 6:00 p.m. – 7:30 p.m.

COURSE DESCRIPTION:

Collaboratories of Practice represent a fusion of two important developments in contemporary research: *communities of practice* and *collaboratories*. In EDER 603.21 Research Methodology in Education this summer, your cohort began to cultivate a *community of practice* in which you learned about the different influences that come to shape educational research with a focus on change. Through sharing experiences and concerns about everyday practices in education you began to craft an emerging research design while also growing personally and professionally. In this course, EDER 692.06 Collaboratory of Practice: Interdisciplinary Studies, we continue to nurture that community of practice while moving in to a Collaboratory in which, through a virtual collaborative laboratory you will work in groups to critically support your research by sharing insights about education and experiences with data collection, discussing challenges and making connections within your research as well as between your research and your colleagues' work. You will have **3** options for your research, as introduced in Research Methodology in Education: a) Action Research with Sandbox Ethics Application; b) Independent Inquiry; and c) Action Research with Institutional and Jurisdictional Ethics Applications (and approvals). For a description of these options see Learning Task 2 details.

LEARNER OUTCOMES:

By the end of this course, students should be able to:

- Participate and contribute to an online scholarly community of inquiry during synchronous research checkpoints and asynchronous discussions
- Design and implement a research study in a real world setting and/or with a real world education problem to investigate and learn from inquiry in the field / in the discipline
- Select and examine key literature that is related to and informs the real world problem
- Provide constructive feedback on colleagues' work in collaboratory (studio) groups and incorporate feedback into one's own work
- Produce academic writing sharing the design and implementation of the research study and inquiry in the field

COURSE DESIGN AND DELIVERY:

This course will take place on-line via D2L and Adobe Connect. This method provides for key opportunities to discuss and debate the complexities of 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 noted that due to the nature of the course and of research, we may be working on different things at different times.

To get the most out of the course students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous whole-class Adobe Connect sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement a plan to participate (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). We recognize the importance of working in collaboration with others and learning with others in a scholarly community of inquiry and have designed learning tasks accordingly. Active participation is encouraged and will yield the greatest outcomes in terms of the quality of the learning experience.

Thus, the course and learning tasks have been designed to support collaborative inquiry work with others in collaboratory groups and an independent action research study (Options A & C) or inquiry project (Option B). Creswell (2012) defines action research as an informal process for educators aiming to improve education by studying problems or issues in a school or educational setting (p. 592). Creswell also identifies steps in conducting an action research study while attending to ethical requirements: select a practical problem, locate resources to address the problem, engage in data collection, analyze data, and advance results that are action oriented (p. 593). A research project can also involve the development of a research informed design for practice, the development of a learning environment, the design and development of an online application or learning solution, and independent inquiry into a complex problem of practice.

Learning Task #2 asks students to submit an ethics application for a research study including a data collection plan and timeline (Options A & C) or prepare a proposal for an independent inquiry studying their own practice, designing an educational solution, or developing an innovative approach to learning. Learning Task #3 will result in an emerging research report for the action research study or inquiry.

The role of the instructor is to facilitate the ongoing action research work and research checkpoints and to support students as they engage in the learning tasks; to provide students with ongoing, timely and constructive feedback to further their learning and growth in designing and implementing a research study or independent inquiry into a problem of practice.

How to Access Desire2Learn and videos/tutorials: http://elearn.ucalgary.ca/desire2learn/d2l_extra_info

REQUIRED TEXTS (SAME AS EDER 603.21)

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

Hendricks, C. (2016). *Improving schools through Action Research: A reflective practice approach* (4th ed.), Upper Saddle River, NJ: Pearson Education. (Note: If you have already purchased the 3rd edition for an earlier course, that will suffice for this course.)

Publication manual of the American Psychological Association (6th ed.) (2009). Washington, DC: American Psychological Association: Author.

RECOMMENDED TEXTS

In addition to the required text for this course, a number of texts can offer great advice and scaffolding while students undertake their action research projects.

Belcher, W. L. (2009). *Writing your journal article in 12 weeks: A guide to academic publishing success*. Thousand Oaks, CA: SAGE Publications, Inc.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson Education, Inc.

Holosko, M. J. (2006). *Primer for Critiquing Social Research: A Student Guide*. Belmont, CA: Brooks / Cole, Cengage Learning.

Parsons, J., Hewson, K., Adrian, L., & Day, N. (2013). *Engaging in action research: A practical guide to teacher-conducted research for educators and school leaders*. Edmonton, AB: Brush Education Inc.

Online Tutorial

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

- Your instructor strongly recommends 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 SOURCES:

University of Calgary Research Services Web Site

Conjoint Faculties Research Board (CFREB) - <http://ucalgary.ca/research/ethics/cfreb>

University of Calgary CFREB website where you will find all of the forms and templates: <http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>

LEARNING TASKS OVERVIEW:

LEARNING TASK NUMBER	DESCRIPTION OF LEARNING TASK	PERCENT OF FINAL GRADE	GROUPING FOR TASK
Learning Task # 1	Community of Practice and Knowledge Production DUE: Ongoing	20%	Individual
Learning Task # 2	Option A: CFREB Form for Action Research (Group ethics submitted by instructor) Option B: Proposal for Inquiry (Ethics not required) Option C: Work plan. Including, copies of approved ethics forms (from U of C and your jurisdiction, if applicable), ethics certificates (if obtained) and a detailed plan to successfully collect and analyze data. DUE: Sunday, October 2, 2016 by 11:30 p.m. Mountain time (or earlier) . (End of Week 3)	30%	Group or Individual
Learning Task # 3	RESEARCH REPORT (OPTIONS A, B & C) DUE: Sunday, December 4 by 11:30 p.m. Mountain time (or earlier).	50%	Group or Individual

WEEKLY COURSE SCHEDULE:

This schedule may change to meet the emerging needs and dynamics of the participants in the course.

Date	Topic	Readings and Tasks	Important Dates
Week 1 Sep 12-18	Introduction & Research Problem/Interest	<p>Adobe Connect Session #1 – Introduction and studio set-up in Desire2Learn. Students identify problem of practice they intend to study and consider OPTION A or OPTION B or OPTION C for inquiry.</p> <p>(Optional) Complete (or return to) CORE tutorial - http://www.ucalgary.ca/research/research-services-office-rso/ethics-compliance/tcps2-core-tutorial</p> <p><u>RECOMMENDED READINGS:</u> Creswell (2014) Chapter 5 Hendricks (2013) Chapter 2</p> <p>Discussion Board Requirements:</p> <ul style="list-style-type: none"> • Introductions <p>Post CORE Tutorial Certificate in D2L Dropbox</p>	Adobe Connect Meeting #1 - Tuesday, September 13, 2016 - 6:00 p.m. – 7:30 p.m.
Week 2 Sep 19-25	Purpose, Methods, Research Questions	<p>LT#2 Work this week:</p> <ul style="list-style-type: none"> • OPTION A - complete and post CFREB form and plan your strategy for gathering and analyzing data. • OPTION B - plan your proposal for inquiry and post to your studio group. • OPTION C post your CFREB and Jurisdiction Ethics Applications (if applicable) as well as your draft plan for data collection. <p>For Peer Review: Post your required documents as an attachment in Word format to the D2L discussion board by the end of the week to facilitate peer review next week.</p> <p>For Instructor Review: Submit LT2 Draft in Word format to instructor via D2L Dropbox labelled “Drafts for instructor review”.</p>	<p>LT#2 DRAFT due in Studio forum by end of week for peer review.</p> <p>Submit LT2 Draft to instructor via D2L Dropbox labelled “Drafts for instructor review” by Sunday, September 25 at 11:30 p.m. or earlier.</p>

		<p><u>RECOMMENDED READINGS:</u> OPTION A: Creswell (2014) Chapter 4 & 7; and Hendricks (2016) Chapters 4, 5 & 7 OPTION B: Creswell (2014) Ch. 4, 5, 6 & 7 OPTION C: Creswell (2014) Chapter 4 & 7; and Hendricks (2016) Chapters 4, 5 & 7 Discussion Board Requirements (Studio Group):</p> <ul style="list-style-type: none"> Post draft of LT2 in Word format. If you are doing Option A or C, include copies of your ethics documents. 	
Week 3 Sep 26-Oct 2	Learning Task 2 – Peer Review and Final Edits	<p>Peer Review Week (Studio Groups):</p> <p>Peers will ask questions for clarification and idea improvement on LT#2 draft. Please post your feedback by Wednesday, September 28 to allow your colleagues time to modify their work and submit by the end of the week.</p> <p>LT#2 –Send your final version of LT#2 in Word format to instructor by end of the week via Dropbox labeled “Drafts for instructor review” in D2L.</p> <p>Discussion Board Requirements (Studio Group):</p> <ul style="list-style-type: none"> Post substantive and supportive feedback to at least one studio group member by Wednesday, September 28. 	<p>LT#2 due Sunday, October 2, 2016 by 11:30 p.m. Mountain time (or earlier). Submit your work to the D2L Dropbox in Word format.</p>
Week 4 Oct 3-9	Literature Collection and Review	<p>Adobe Connect Session #2 (Research Check-point #2) – Data Collection / Sustained Inquiry Progress - students will share their plans for data collection / inquiry</p> <p>OPTIONSA, B & C: Review literature related to the research question (e.g. minimum of 15 primary source scholarly articles/publications and/or government and jurisdictional documents). Scope and scan literature in the field and select key articles related to your research/inquiry.</p> <p><u>RECOMMENDED READINGS:</u> Creswell (2014) Chapter 2 Hendricks (2016) Chapter 3</p>	<p>Adobe Connect Meeting #2 – Tuesday, October 4 - 6:00 p.m. – 7:30 p.m.</p>

		<p>Discussion Board Requirements (Studio Group):</p> <ul style="list-style-type: none"> No discussion board posts required this week. Attend Adobe Connect Session instead. 	
<p>Week 5 Oct 10-16</p>	<p>Project Implementation: Data Collection & Inquiry.</p>	<p>Begin conducting research and critical review of literature / writing literature review.</p> <p><u>RECOMMENDED READINGS:</u> Creswell (2014) Chapters 8, 9 OR 10 (depending on your research design) Hendricks (2016) Chapter 5</p> <p>Discussion Board Requirements (Studio Group): Post an update on your progress this week. What have you completed? How is your project progressing? What process(es) are you using to undertake your project?</p>	
<p>Week 6 Oct 17- 23</p>	<p>Project Implementation: Data Collection & Inquiry.</p>	<p>Continue conducting research / ongoing inquiry / writing literature review.</p> <p><u>RECOMMENDED READINGS:</u> Hendricks (2016) Chapter 6</p> <p>Discussion Board Requirements (Studio Group): Post an update on your progress this week. What have you completed? How is your project progressing?</p>	
<p>Week 7 Oct 24-30</p>	<p>Project Implementation: Data Collection & Inquiry.</p>	<p>Continue conducting research / ongoing inquiry / writing literature review.</p> <p>Discussion Board Requirements (Studio Group): Post an update on your progress this week. What have you completed? How is your project progressing?</p>	
<p>Week 8 Oct 31 – Nov. 6</p>	<p>Project Implementation: Data Collection, Inquiry & Data Analysis</p>	<p>Continue conducting research / ongoing inquiry / writing literature review.</p> <p>Now that you have collected some data, start thinking about and pulling out themes/patterns from the data</p> <p><u>RECOMMENDED READINGS:</u> Creswell (2014) Chapters 8, 9 & 10 (depending on your research design)</p>	

		<p>Hendricks (2016) Chapter 7</p> <p>Discussion Board Requirements (Studio Group): Post an update on your progress this week. What have you completed? How is your project progressing?</p>	
<p>Week 9 Nov 7 -13</p>	<p>Draft Research Report</p>	<p>LT#3 Continue data analysis / report on inquiry & drafting research report for action research.</p> <p>Plan and begin drafting research report. By the end of the week, aim to have a draft of your research report ready for sharing.</p> <p>Discussion Board Requirements (Studio Group):</p> <ul style="list-style-type: none"> • Post a complete draft research report in Word format for peer group review in Studio forum. <p><u>RECOMMENDED READINGS:</u> Creswell (2014) Chapters 8, 9 OR 10 (depending on your research design) Hendricks (2016) Chapter 7</p>	<p>Emerging outline of LT#3 due by end of week in Studio forum for peer review.</p> <p>Add your slide for the Adobe Connect session by Sunday, November 13 by 5:00 p.m.</p> <p>Draft research report due end of week in Studio forum for peer review.</p>
<p>Week 10 Nov 14-20</p>	<p>Adobe Connect Session and Peer Review</p>	<p>Adobe Connect Session #3 (Research Check-point #3) – Preliminary Findings and Next Steps - students will share their findings and ideas for next steps/future study.</p> <p>Discussion Board Requirements (Studio Group): No discussion board posts due this week. Instead, attend the Adobe Connect Meeting</p>	<p>Adobe Connect Meeting #3 – Tuesday, November 15, 2016 - 6:00 p.m. – 7:30 p.m.</p>
<p>Week 11 Nov 21-27</p>	<p>Peer Review</p>	<p>Discussion Board Requirements (Studio Group): Peer review week – Post substantive and supportive feedback to at least one peer in your studio group by Sunday, November 27 by 5:00 p.m. Mountain time or earlier.</p>	
<p>Week 12 Nov 28 - Dec 4</p>	<p>Finalize research report</p>	<p>Discussion Board Requirements: No discussion board posts due this week. Instead, focus on finalizing and submitting your research report.</p>	<p>DUE – LT3 - December 4 by 11:30 p.m. Mountain time, or earlier or earlier. Submit your work to the D2L Dropbox in Word format.</p>

Week 13 Dec 5 - 9	Reflections and Wrap Up	Discussion Board Requirements: Final reflections – What are your key takeaways from your CoLab experience?	
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CHANGES TO SCHEDULE:

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

LEARNING TASKS AND ASSESSMENT

There are three (3) required Learning Tasks for this course.

1. LEARNING TASK 1: COMMUNITY OF PRACTICE AND KNOWLEDGE PRODUCTION

Description of expectations: emphasis is on three goals.

- Participate and contribute to an online scholarly community of practice during synchronous research checkpoints and asynchronous discussions.
- Provide critical (as in constructive) feedback on colleagues' work in collaboratory (studio) groups and incorporate feedback into one's own work. Students are encouraged to use Belcher's feedback form (available from: http://www.wendybelcher.com/pages/documents/Feedback_Form.pdf) when providing feedback to peers.
- Demonstrate openness to receiving peer review feedback and show how you have incorporated valid feedback into your work to improve it. Students are encouraged to use Belcher's Response to Peer Feedback Reviewer Form (available from http://www.wendybelcher.com/pages/documents/Belcher_page_305_unnumbered_table.pdf) to show how they have considered and incorporated peer feedback. Students are not expected to fill out this form every time peer review is offered. Please consult with your instructor for guidance.

Feedback to peers and responses to peer feedback should be posted to the D2L discussion board in your studio groups as attachments in Word format. Your instructor may also ask you to add these documents to a dropbox for grading purposes.

If you choose to work on your CoLab project as a pair or as a group, note that contributions to the discussion board are assessed on an individual basis.

Students should consult with the instructor about other expectations for the discussion board and also consult with the instructor if they are unable to contribute to the discussion board for any reason.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 1**DUE: ONGOING**

Criteria	Fails to meet requirements (C+)	Meets Requirements (B- to B+)	Meets all and exceeds some requirements (A- to A+)
Peer Review/ Studio Group Contributions	<p>You offered limited peer review.</p> <p>Your peer review was not constructive.</p> <p>Limited participation in putting forward different ideas.</p>	<p>You offered clear, helpful peer review to your colleagues.</p> <p>You play an active role in putting forward different ideas, providing additional information sources and drawing from your experiences to create a dynamic environment.</p>	<p>You offered in-depth and detailed peer review with helpful, constructive feedback.</p> <p>You offered specific, concrete suggestions for improvement in a manner that made it easy for your colleagues to integrate your feedback effectively.</p> <p>You play an active role in putting forward different ideas, providing additional information sources and drawing from your experiences 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.</p>
Idea Sharing	Limited sharing or lack of presentation of research ideas and plans.	You share your research process, questions, concerns and resources with your colleagues on D2L and in the Adobe Connect Sessions.	
Research Checkpoints & Digital Content Presentation	Limited or lack of plans, updates and presentation of preliminary findings.	<p>Clear and succinct problem of practice and research question shared with peers during Adobe Connect session #1 and in studio group forum.</p> <p>Progress updates shared in Desire2Learn and during Adobe Connect Session #2 demonstrating care and attention to ongoing work.</p> <p>Presentation of key findings shared with peers during Adobe Connect session #3 using digital content.</p>	
Incorporates Peer Feedback into One's own work	Limited use of peer feedback to strengthen and improve one's own work	Clearly demonstrate how peer review was used to strengthen and improve one's own research processes and strategies, and the quality of written work	

2. **LEARNING TASK 2: CFREB Ethics Application /or Inquiry Proposal 30% – DUE:** Sept 25 for peer review, then Oct 2, 2016 by 11:30 p.m.

Learning Task #2 includes ONE (1) of THREE options:

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 Winter term, student researchers who select this option will complete an ethics form using the Institutional Research Information Services Solution (IRISS) online sandbox to provide details 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 EDER 692 Collaboratory of Practice or EDER 603.23 Writing Educational Research 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 have informed the Academic Coordinator in the Fall Term (Dr. Michele Jacobsen). 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) about the research, timeline, and data

sources prior to the start of Fall term. The Academic Coordinator will be added to the application as Principal Investigator (as the student's advisor) and the instructor as co-investigator (as appropriate). The Academic Coordinator / Instructor will review the application and advise the student researcher on the next steps in formally submitting the ethics application with the CORE certificate to the CFREB for approval (normally, and ideally, before the start of Fall semester). The ethics application created in IRISS can be saved as a .PDF document and will be submitted to the course instructor as Learning Task #2. Ethics approvals by the review board can take 4 - 6 weeks, so it is important this step is completed prior to the start of Winter term to allow the student-researcher sufficient time to get approval prior to collecting 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 prior to or 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>

The following is a sample guideline and may be used or adapted for your own proposal (OPTION B):

- **Title Page** – include a descriptive title, avoid abbreviations, maximum 12 words
- **Introduction of the Topic** (~1 page) – Include a clear and concise purpose statement in the introduction. Explain the rationale for the inquiry and why the practical problem is literature-informed and deserves attention.
- **Context** (~1 page) – Describe the context and scope of the inquiry. Include a statement of intent; this can be subdivided into major and minor objectives and can be written in the form of research questions (primary/secondary questions). The aim of your work should specify how the work is new and original and who might benefit. Clearly establish the argument by expressing point of view and citing recent and relevant literature to articulate originality and importance of the inquiry.
- **Methodology** (~1 page) – Provide clear and manageable plans for collecting and reviewing literature. Draw on personal reflections and past research to interpret meaning of the information. Describe how literature will be collected (criteria for inclusion/exclusion, search strategies, sources) and organized. Include a conceptual framework (visual mind map, diagram) or describe other technique for exploring and defining key concepts in the literature. Explain the steps that will be used to examine the literature for overlap and emerging themes.
- **Significance** (~1 page) – Describe how the proposal is action-oriented and will lead to recommendations for practice, designs or new approaches. The plan may present data to

important stakeholders or ideas for research agendas. Describe expected benefits to the researcher, research community and society at large to justify the inquiry.

- **References** – Include a complete reference list for all citations in APA format.

*Post any questions to the instructor using the Q&A forum or via email. The instructor can provide formative feedback on drafts of your work upon request. Note that your instructor may have a deadline for when drafts may be submitted for formative feedback, so please contact your instructor early for feedback and guidance. **Instructor approval and/or CFREB Ethics Approval is/are needed before proceeding with participant recruitment, data collection or substantive work on the action research / inquiry project.***

Instructors reserve the right to return work to students requesting that it be revised and resubmitted if it does not meet the minimum standards.

All written work submitted should follow APA guidelines. This includes, but is not limited to:

- *Cover page*
- *Double-spaced throughout*
- *Font: Times New Roman or similar serif font, 12-point*
- *Accurate citations and references*

All work submitted to the instructor posted to D2L for peer sharing must be submitted in Word format.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2
CFREB Ethics Application for Action Research Study (OPTION A and Option C) 30% – DUE: Oct 2, 2016
 by 11:30 p.m.

Criteria	Fails to meet requirements (C+)	Meets Requirements (B- to B+)	Meets all and exceeds some requirements (A- to A+)
CFREB Application	Ethics application is incomplete. Ethics application requires extensive revisions. Data collection delayed.	Complete ethics application with adequate details including title, summary of the purpose, objectives, and aims of the research.	Complete ethics application with exceptional project details including descriptive title, clear and concise summary of the purpose, objectives, and aims of the research.
Methodology	Methodology is incomplete. Methodology requires extensive revisions.	Methodology is described and what will be required of the human (adult only) participants. Provisions provided about the recruitment of participants. Describes procedures for informing participants about the right to withdraw from the study. Describes plans for follow-up with the participants. Explains the steps to respect an individual’s privacy and details about security/disposal procedures for the data. Checks for a low level of risk assessment for the study.	Methodology is clearly described and what will be required of the human (Option A: adult only and Option C: adult or minor) participants. Specific details and clear provisions provided about the recruitment of participants. Clearly describes procedures for informing participants about the right to withdraw from the study. Describes clear and manageable plans for follow-up with the participants. Clearly explains the steps to respect an individual’s privacy and details about security/disposal procedures for the data. Checks for a low level of risk assessment for the study.
Instruments	Instruments and consent forms are incomplete or missing.	Copies of instruments for interviews or focus groups included as attachments. Copies of appropriate forms (consent/assent) or script used for verbal consent/assent are provided.	Copies of instruments for interviews or focus groups included as attachments. Copies of appropriate forms (consent/assent) or script used for verbal consent/assent are provided.

Significance	Missing benefits, demonstration of how work is action-oriented or requires extensive revisions.	Describes the expected benefits to the researcher, participants and research community and society at large to justify asking people to participate.	Clearly describes the expected benefits to the researcher, participants and research community and society at large to justify asking people to participate. Describes how the work is action-oriented (e.g. clearly serves as a call to action and/or designs a solution).
References	Contains few or incomplete references. Requires extensive revision to meet APA standards.	Contains cited references with few APA errors.	Contains a complete list of references, accurately cited using APA format.
Writing	Non-scholarly writing is submitted.	Scholarly writing. Mostly written using APA Style.	Scholarly writing that requires little to no editing and demonstrates adherence to APA standards.
Work plan	You did not develop a clear plan for how you will undertake your project.	You developed a clear work plan for how you will undertake your project, including timelines to complete various tasks associated with the project.	You developed an exemplary and detailed work plan for how you will undertake your project, including timelines to complete various tasks associated with the project.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 2
Action Research Inquiry Proposal (OPTION B) 30% – DUE: Oct 2, 2016 by 11:30 p.m.

Criteria	Fails to meet requirements (C+)	Meets Requirements (B- to B+)	Meets all and exceeds some requirements (A- to A+)
Introduction and Context	Missing project details or requires extensive revision.	Adequate project details including title, summary of the purpose, objectives, and aims of the research. Identifies the area of focus and argument for conducting the inquiry.	Exceptional project details including descriptive title, clear and concise summary of the purpose, objectives, and aims of the research. Clearly identifies the area of focus and argument for conducting the inquiry.
Methodology	Missing plans for collecting and reviewing literature base or requires extensive revision.	Describes plans for collecting and reviewing literature base. Adequate demonstration of how work will go beyond a literature review and explains the steps that will be employed to analyze literature, making recommendations for practice, designing or developing approaches. Copies of conceptual framework or other technique for exploring and defining concepts explained.	Describes clear and manageable plans for collecting and reviewing literature base (literature searching methods, criteria for inclusion/exclusion of literature, how records will be kept). Exceptional demonstration of how work will go beyond a literature review and clearly explains the steps that will be employed to analyze literature, making recommendations for practice, designing or developing approaches. Copies of conceptual frameworks (i.e. mind map, info graphic, website design, or other technique for exploring concepts, etc.) or other techniques used for exploring and defining concepts included and clearly explained.
Significance	Missing benefits, demonstration of how work is action-oriented or requires extensive revisions.	Describes the significance and expected benefits to the researcher, research community and society at large to justify the inquiry. Demonstrates how work is action-oriented.	Clearly describes the significance and expected benefits to the researcher, research community and society at large to justify the inquiry. Demonstrates how work is action-oriented (e.g. clearly serves as a call to action and/or designs a solution)

References	Contains few or incomplete references. Requires extensive revision to meet APA standards.	Contains cited references with few APA errors.	Contains a complete list of references, accurately cited using APA format.
Writing	Non-scholarly writing is submitted.	Scholarly report. Mostly written using APA Style.	Scholarly writing that requires little to no editing and demonstrates adherence to APA standards.

LEARNING TASK 3: Research Report 50%

DUE: December 4 by 11:30 p.m. Mountain time, or earlier or earlier. Submit your work to the D2L Dropbox in Word format.

Creswell (2012) defines action research as an informal process for educators aiming to improve education by studying problems or issues in a school or educational setting (p. 592). Creswell also identifies steps in conducting an action research study while attending to ethical requirements: select a practical problem, locate resources to address the problem, engage in data collection, analyze data, and advance results that are action oriented (p. 593). During this Collaboratory course, students will develop an emerging or preliminary research report describing the design and implementation of the action research project or an independent inquiry project. The research report produced and graded in the Collaboratory course is refined and developed further in the EDER 603.23 Writing Educational Research course in a future semester.

- The following layout is only a sample guideline and may be used or adapted for your own research report:
 - **Title Page**
 - **Table of Contents**
 - **Introduction** (~1 page) – provide a clear argument for conducting the research, state the problem and research question, describe the context, background, etc.
 - **Literature Review** (~ 6-8 pages) - provide a synthesis of the literature; a strong literature review is more than a summation or list of authors/studies, it is an active consideration and critique of key themes, debates and questions in the discipline, and provides a rationale for the research or inquiry work that has been undertaken.
 - **Methodology** (~ 3-4 pages) – OPTION A & C- use information from the CFREB form and describe the action research design, data types, data sources, and data collection process. OPTION B - describe the systematic literature development and ongoing reflection undertaken in the independent inquiry. Use the literature as data to be analyzed. Provide search strategies used, types of sources accessed, inclusion/exclusion or quality criteria for literature sources, categories for extraction of data, and process for analysis and synthesis of the data.
 - **Findings** (~2 pages) – reflect on the data collected (OPTION A & C – interviews/focus group and literature, OPTION B – literature review) and share emerging themes, recommendations, and conclusions. Suggest further research iterations or future plans of action.
 - **Discussion** (1 – 2 pages) – Conclude your work and interpretations by “summarizing the key findings, developing explanations for results, suggesting limitations in the research [or

inquiry] and making recommendations for future inquiries” (Creswell, 2012, p.197).

Provide reflective comments about the challenges and lessons learned in designing and implementing your inquiry and significance of the work.

- **Conclusion** (~1 page) – provide a clear and concise conclusion and direction for future research.
- **References** – include a complete reference list for all citations.
- **Appendices** – include copies of consent form and instruments used.
- Scholarly writing, written APA Style (~15-20 pages) exclusive of title page, references, appendices, double-spaced, 1-inch margins, 12 pt. serif font such as Times New Roman, the preferred typeface according to APA standards.
- Ongoing peer review provided by collaboratory group in Desire2Learn studio discussion forum.
- Adobe Connect Session #3 – During the Adobe Connect session in March, students will share their findings or discuss the progress of their project. Digital content may include a combination of digital text, graphics, audio and/or video. Each student will have approximately two minutes to share the digital content or link to the content and provide brief comments.
- Submit the FINAL copy of the research report to the instructor using the Desire2Learn dropbox in Word format for evaluation using the LT#3 assessment rubric.
- You are encouraged to dialogue with your instructor and seek feedback throughout the writing process.

Post any questions to the instructor using the Q&A forum or via email. Instructor will provide grade using rubric for LT#3.

All work submitted to the instructor posted to D2L for peer sharing must be submitted in Word format.

CRITERIA FOR ASSESSMENT OF LEARNING TASK 3

Research Report 50% – DUE: December 4 by 11:30 p.m. Mountain time, or earlier or earlier.

Criteria	Fails to meet requirements (C+ or below)	Meets Requirements (B- to B+)	Meets all and exceeds some requirements (A- to A+)
Organization & Structure	<p>The title is vague or non-descriptive.</p> <p>No clear structure is discernible.</p> <p>Writing is not clearly organized.</p>	<p>A title page with a clear title and organized table of contents is provided.</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>Includes APA style title page. Title provides a clear, powerful invitation describing research report, suggesting argument or implications; includes searchable keywords in title.</p> <p>The table of contents is clearly organized with explicit headings and subheadings for structure.</p> <p>The value of the paper is described early in the report. A clear “road map” is provided for the reader. The body of the paper flows logically and includes sections with clear labels and transitions between sections.</p> <p>The conclusion points beyond the research report to the larger context, and provides direction for future research.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Introduction</p>	<p>Introduction includes limited or superficial identification and description of practical problem or issue, context and importance of chosen topic.</p>	<p>The introduction provides an adequate identification and description of practical problem or issue. The introduction draws upon relevant literature and presents key themes in the research.</p> <p>Adequate argument / rationale for the research.</p> <p>Adequate description of the context and importance of the chosen topic.</p>	<p>Exceptional identification and description of practical problem or issue selected for study and research question. The introduction articulates originality, the topic’s novelty, appeal, timely interest, what’s new about the work and draws upon relevant literature.</p> <p>Provides a clear literature-informed argument / rationale for the inquiry and provides a logical and succinct description of content, scope and organization of the review.</p> <p>Clearly describes the context for the problem of practice and background. Demonstrates how the work adds an important, timely, original or new perspective to the ongoing conversation and debate on your chosen topic for study.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literature Review</p>	<p>Limited grounding of the phenomenon in the research literature.</p> <p>Context for the research is unclear.</p> <p>Little evidence of literature review, weak argument and limited or superficial synthesis of literature.</p>	<p>Adequate grounding of the phenomenon in the research literature. Your research is situated within the current and historical research or professional context, relating it to previous work conducted in the field.</p> <p>Describes an original research-informed topic drawing upon key authors and publications. Expresses a clear argument. Adequate evidence of integration of information from research literature. Adequate evidence of student’s own voice and perspectives. Adequate evidence of synthesis of literature.</p>	<p>Exceptional grounding of the phenomenon in the research literature. The research is clearly situated within the current and historical research or professional context, relating it to previous work conducted in the field.</p> <p>Exceptional and clear description of original, research informed topic drawing upon key authors and publications. Expresses a coherent, clear and logical argument intended to influence or persuade. Exceptional integration and understanding of information from research literature (i.e. supports & defends ideas, issues and opinions with appropriate use of evidence). Clear evidence of student’s own voice, perspective and understanding. Exceptional critical analysis and synthesis of literature. Identifies insightful gap in the current literature that clearly warrants further research.</p>

Methodology	Little evidence of care and systematic work on the project. Little evidence of engagement in planning, acting and reflecting during the project.	Evidence of care and systematic work on the project. Evidence of engagement in planning, acting and reflecting during the project.	Evidence of exceptional care and systematic work on the project. Evidence of exceptional engagement in planning, acting, and reflecting during the project (i.e. engaging in data/literature collection, literature searching and screening methods, inclusion/exclusion criteria for data sources, data synthesis approaches, timeline process for analyzing data and advancing results, designs or approaches that are action-oriented).
Findings	Little evidence of meaningful preliminary interpretation of data. Little evidence of exemplars, descriptors, and incidents related to the phenomenon studied.	Explains what was found in response to the research question(s). Evidence of interpretation of data/literature and considered analysis of key ideas, concepts and experiences. Evidence of good exemplars, descriptors and incidents related to the phenomenon studied. List or displays findings visually (Tables/Figures).	Clearly explains relevant findings in response to the research question(s). Evidence of exceptional preliminary interpretation of data/literature and considered analysis of key ideas, concepts and experiences. Evidence of rich and relevant exemplars, descriptors, and incidents related to the phenomenon studied. Clear representation of findings. List or use visually appealing and representative Tables or Figures to summarize, show linkages or condense findings with meaningful titles.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Discussion</p>	<p>Limited interpretation, limitations and suggestions for future inquiries.</p>	<p>Provide a summary of key findings. Use literature-based evidence for the interpretation of the results and discussion of the findings.</p> <p>Discuss limitations (2-3) uncertainties or obstacles in conducting the research or literature inquiry that can influence the interpretation of the findings.</p> <p>Makes recommendations for future inquiries and implications for educators.</p> <p>Comments on challenges and lessons learned as well as areas for refinement.</p>	<p>Present a balanced (includes contrary evidence) explanation of the key findings from the inquiry and evidence of deep and thoughtful interpretation of the findings. Discuss if the findings were expected/unexpected.</p> <p>Exceptional insights shared using literature-based evidence for the interpretation of results and discussion of the findings.</p> <p>Discuss limitations (2-3) uncertainties or obstacles in conducting the research or literature inquiry that can influence the interpretation of the findings. Reflective comments about the challenges and lessons learned for future work.</p> <p>Clearly identifies the significance of the work and who will benefit from this research report. Makes recommendations for future inquiries and implications for educators.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">References</p>	<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. All references match citations in the research report.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing</p>	<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>

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 2016/2017 Calendar, "Distribution of Grades"

It is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter 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:

O.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.

O.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.

Accommodations on Protected Grounds other than Disability

Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the appropriate Associate Dean, Department Head or the department/faculty designated contact person. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit 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.

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