Data and Information Retrieval I  
EMPL 550 -- 1 Credit -- Spring 2013 (4/1-6/2)  
Ziptrain Syllabus (rev. 3/29/13)

Luke Duesbery, Ph.D.  
Educational Leadership – College of Education

Phone: (619) 594.8964  
Fax: (619) 594-6628  
E-mail: empl550@gmail.com  
Address: San Diego State University,  
5500 Campanile Dr., North Education 72A, 92182-1170  
Office: Via Skype or FaceTime by appointment

Course Description

Finding and understanding research literature in the field of education requires that you have a conceptual understanding of how it is organized and made available. In this course, you will obtain the knowledge and skills necessary to locate, acquire, and critically evaluate educational research. Upon completion, you will be able to locate and recognize key constituents of a literature synthesis and research article, and critically evaluate the information.

Readings

Readings will be provided on the class website.

Grades

(4) Assignments@20 pts. each = 60 pts.  
(4) Quizzes@10 pts. each = 40 pts  
Total = 100 pts.

If the course is taken Credit/No credit, credit requires a final score greater than 80%. Otherwise, the standard grading scale is used.

Course Structure/Quizzes

This course is delivered online though the ZipTrain online learning platform. Five lessons deliver the content to you over the Web, beginning with an introductory lesson and concluding with a review. In each of the first four lessons you will be asked to take a proficiency quiz. All are open book, open computer, open note. However, you will not pass quizzes if you have not mastered the material. Each quiz has ten multiple-choice questions. There is no time limit for the quizzes, and the time to take them will vary. To be safe, give yourself at least 30 minutes, sometimes more.

Assignments/Quizzes

*** note: all assignments are due by email to empl550@gmail.com by midnight on the due date

Assignment 1: Find, acquire, read, and review a literature synthesis or meta-analysis. Using public ERIC (with the full text option) or Google Scholar Advanced (VPN / UO library if necessary) search for 'literature synthesis' or 'literature review' or 'meta-analysis' in the title or by keyword. Find a review of a topic area of interest to you. Ideally, this topic area is one in which you will conduct further research. After you read the synthesis, add it to the LSM template. I realize it will not fit the
with your LSM and a copy of the article you found and used.

Assignment 2: Find, acquire, read, and dissect a research article. Choose a peer reviewed research article and dissect it using the Synthesis Matrix (LSM) as your guide. Email (empl550@gmail.com) me the updated LSM and the article when you are done. (Yes - same assignment as last time, but instead of a 'review of research', you are looking for an empirical research study that has been published.)

Assignment 3: Find, acquire, read, dissect, and critique a research article. It is time to put all your skills together. For this assignment, I want you to find one peer reviewed research article, read and complete the LSM for it, and then pay particular attention to the "strengths" and "weaknesses." You’ll come at it from the perspective of the critiquing guidelines I covered. For this exercise, I want you to really focus on those two sections, maybe more than you might normally. Email me your LSM and a copy of the article, per usual.

Assignment 4: Write a brief reflection of this course. Details will follow.

Quizzes 1-4 (take at your leisure)

Activities (due dates to be determined)

Activity A: Consider the following scenarios. Based on your reading and the lecture, propose your own research design for each.

- Jenelle is a school psychologist in a Beverly Hills middle school. She also thinks she is a mermaid, but that is irrelevant. She wants to know how well a set of new 6th grade reading books work for students. The set of books, published my McGraw-Hill, contain their own pre-test. Because of the way it is written, Jenelle thinks the pre-test might actually teach the students a little about the content. All of the 6th grade teachers in her school are willing to help her with the study. What design would you recommend?
- Little Leanne, a recent Ph.D. graduate and now mother of two, is a top-notch district administrator. She is pretty excited about the whole research thing, and has decided to conduct a study to test out her new skills. She discovers the District in which she works, in Calgary, is beginning a new current events program that asks high school students in 9th and 10th grades to read the newspaper each morning. The thinking is that the relevant reading will help keep students engaged, thereby increasing the amount they read, and in turn increasing their reading fluency. Leanne realizes that some students already read the paper at home. What design would you recommend?
- Jenelle, aka mermaid, had so much success with her first study, she feels empowered to do another. The parents at the Beverly Hills school are particularly happy with her, and are giving her a lot of latitude when it comes to testing their kids at her school. This time Jenelle decided to try to tackle the drug problem at her school. She thinks she can steer kids away from cocaine, the Beverly Hills drug of choice, with a series of well-worded questionnaires. She writes the questions on the questionnaire in such a way as to scare students silly. Parents indicate they fully support the idea, and all are in favor of having their kids take the questionnaire. What design would you recommend?
- Ms. Julie, a former high school English teacher who loves Pride and Prejudice, is thinking of starting a new Jane Austen club. She wonders how being in a club affects a student’s interest in coming to school.

Activity B: The following questions require that you to find some specific citations and information using your new library searching skills.

1. Perform an article search just with Academic Search Premiere. Given this is a subject specific
• According to the UO library, how many journals have the word "administration" in their title?
• In what journal was "Canadian School Programs for Students With Emotional/Behavioral Disorders: An Updated Look" published?
• Is the journal "Educational leadership" peer reviewed?
• Who is your UO education librarian, and what is her email address?

Activity C: In addition to the library search skills, you now have at your disposal skills to use ERIC Advanced and Google Scholar Advanced. Maybe enough knowledge to make you dangerous? Put your skills to the test - and see how many of these five questions you can answer.

• How many journal articles with the keyword "reading" in the title were referenced in ERIC in 2011?
• How many are peer reviewed and available full text from ERIC?
• What ERIC descriptors would you use for reading tests?
• According to Google, how many web pages have the exact phrase - "I love Yoda"?

Activity D: APA Style Worksheet will be provided in class.

**Activity E: Work with an extant data set to write a good research question with accessible IVs and DVs. Conduct appropriate data analyses, and write a results "section" in APA style. Present your results to the class.

Assignments/Due Dates

*** note: all assignments are due by email to empl550@gmail.com by midnight on the due date
Assignment 1 (due: 4/14): Find, read, and review a literature synthesis or meta-analysis.
Assignment 2 (due: 4/28): Find, acquire, and dissect a research article.
Assignment 3 (due: 5/12): Find, acquire, and critique a research article.
Assignment X (due: 6/02): Complete a brief evaluation of this course. The link is embedded in the review lesson.
Quizzes 1-4 (take at your leisure, must be completed by 6/22)

The Ziptrain Platform

Ziptrain is an online training platform developed by EMPL at the University of Oregon. This class is delivered over Ziptrain. If you have not yet done so, go to http://empl.ziptrain.com/ to register for an account. Through Ziptrain you can select “training” to access the content for each of the six lessons, and “proficiency” to take the quizzes. Selecting “Materials” will give you easy access to downloadable and printable course material in one place. If you choose, you can view a demonstration of the platform at http://www.ziptrain.com/demo.php.

Content Overview

Introduction: In this lesson I provide you with an overview course expectations and content. I also review searching strategies and resources that are crucial for finding information efficiently.

Reviews of Research: In this lesson I present an overview of literature synthesis and meta-analysis, and ask you to explore some of the debate surrounding their content.

Research Articles: In this lesson I review the components of the research article, and discuss the nuances of their structure. I also provide a review of research design.
Critiquing Research: In this lesson I present to you my perspective on the aspects of critically evaluating both quantitative and qualitative research.

Review: In this lesson I review the core skills and knowledge you should have gained by watching the videos, reading the articles, and engaging in the course activities.

Course Incompletes

Students are expected to be familiar with university policy and procedures. Students must understand that incomplete grades must be completed within one calendar year of the date the grade was given-this is university policy: http://interact.uoregon.edu/pdf/sas/AIncGrdCon.pdf.

Attendance Policy

If you are unable to take a quiz or hand in an assignment due to a personal and/or family emergency, you should contact your instructor as soon as possible. On a case-by-case basis, the instructor will determine whether the emergency qualifies as excused.

Expected Behavior

Classroom expectations include: Participating in class activities
• Respecting the diversity of cultures, opinions, viewpoints in the classroom
• Listening to fellow students, professors, and lecturers with respect
• Arriving on time, prepared for class
• Attending for the duration of class; not reading other materials, books, newspapers

All students are subject to the regulations stipulated in the UO Student Conduct Code (). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment.
It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education you can contact Joe Stevens, Associate Dean for Academic Affairs, at 346-2445 or stevensj@uoregon.edu or Surendra Subramani, Diversity Coordinator, at 346-1472 or .

Outside the College, you can contact: UO Bias Response Team: 346-1139 or Conflict Resolution Services 346-0617 or Affirmative Action and Equal Opportunity: 346-3123

Diversity

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
   Respect the dignity and essential worth of all individuals.
Respect the privacy, property, and freedom of others.  
Reject bigotry, discrimination, violence, or intimidation of any kind.  
Practice personal and academic integrity and expect it from others.  
Promote the diversity of opinions, ideas and backgrounds, which is the lifeblood of the university.

**Documented Disability**

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see

**Grievance**

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy () or enter search: student grievance.