PRELIMINARY COURSE INFORMATION
September 2011

EPSY 5195: Workshop in Education
IB/M Research Colloquium
University of Connecticut
Neag School of Education

Credit Hours
1 fall 2011, 1 spring 2012

Coordinator
Jaci L. VanHeest, Ph.D.
Jaci.vanheest@uconn.edu
860-486-5123 (office phone)
Gentry Building Room 331

Class Meetings
Selected Fridays, 12-2pm
ITE C-80 and other locations to be announced

Office Hours
Monday, 1-3pm and by appointment

Course Goals
Through both required experiences and optional workshops, this course will:
1. Promote knowledge and understanding of selected research designs, methods of data collection and analysis and the underlying logic/rationale for their use;
2. Provide initial practice or other experience helping students begin to use these methods, laying a foundation for their use or application in authentic settings;
3. Promote students’ development as teacher researchers, in conjunction with the larger inquiry project;
4. Encourage students’ development of a foundation of research literacy that will support their growth as critical consumers of research in their profession;
5. Provide a foundation in research and professional ethics as relevant to the profession of education.

Course Organization and Expectations
All students are required to complete approximately 10 hours* of course attendance and related work per semester during the Masters’ year. The course is organized to include several required large-group events and a larger number of workshop sessions. Workshops will primarily be hands-on sessions limited to about 20-25 students each session.

*Students who DID NOT ATTEND the inquiry project celebration last May should contact the instructor to discuss making up the attendance hours credited that day.
Students are expected to consult with their instructors in EDCI 5094 and their inquiry project groups prior to choosing workshops to attend.

**Assessment and Grading**
Assessment and grading will be based on a combination of the following elements:
- Attendance at, and participation in the EPSY 5195 large-group sessions and small-group workshops;
- Satisfactory completion of “exit card” tasks at EPSY5195 sessions;
- Satisfactory completion of discussion responses online; and
- Inquiry project performance.

**Sessions and Probable Topics**
The schedule of class sessions and workshops will emerge as the first few weeks of the semester progress. This will be coupled with student’s initiation of direction for their inquiry projects. Because of this, students should plan their Fridays as though class will meet weekly, although you will only actually attend sessions on some of the Fridays.

Large-group class meetings will occur on **September 16, 2011 (ITE-C80) and September 23, 2011 (ITE-C80)**. An orientation for fifth year students will be held on **September 16 prior to EPSY 5195**.
- September 16, 2011 – Overview of EPSY 5195 and why educators should learn about research
- September 23, 2011 – Introduction to research concepts in education

Workshops will begin after 23 September and may occur on any remaining Friday throughout the semester. All students will be expected to attend **THREE** of the workshops offered. Multiple sections of popular workshops will be offered when possible. Among the probable workshop topics for the fall semester are the following:
- Using published research to inform research questions and decision-making
- Designing surveys
- Single-subject research design
- Types of quantitative data
- Qualitative research design
- Developing interview questions
- Conducting qualitative observations
- Using APA style for writing and references

**Additional Option for Fulfilling Workshop Requirement**
Students have an additional option that they may consider for fulfilling workshop requirements:
- You may replace **ONE** workshop by completing the online research ethics training program through CITI.
  - This requires completion of a series of online readings and quizzes covering research ethics. Visit [www.citiprogram.org](http://www.citiprogram.org). For workshop credit, complete all modules in
the social and behavioral sciences area and submit a copy of the certificate of completion to Dr. VanHeest.

- Please note: This option will also be available in the spring semester but may be used only ONCE during the year.

**Signing Up for Workshops**
Workshop sign-ups will occur through the HuskyCT site for the course. Instructions for workshop sign-up will begin after 6pm on Friday, 16 September. You will find the potential workshops on HuskyCT and be able to sign-up for the various workshops. If the workshop is full, you can sign-up in the waiting list for the specific workshop. BE SURE to only sign up for the workshops you intend to attend. The sign-up is on a ‘first come, first served’ basis.

**Discussion Expectation**
We will have TWO online discussion activities during the fall semester:

1. A reading will be assigned following the second class session and will be used as the basis for brief online discussions. Students will be placed into small discussion groups (8-10 students) and given several questions as a prompt. Students will then be expected to complete two online postings in response to the given questions and other student posts. More specific details on the first discussion will be shared at the second class session.

2. A second online discussion will occur during the second half of the semester and will focus on reading and responding to educational issues presented in the media. More details will be shared prior to the start of the discussion.

3. Be sure to check the course HuskyCT site for details throughout the semester.

**Course Updates and Communication**
Updates to course information will be shared through two main outlets: the HuskyCT site for the class and emails to the IB/M program listserve. Students are responsible for checking the HuskyCT site and their UCONN email regularly to receive any updates.

**Accommodations**
If you have a documented disability for which you are or may be requesting accommodation, you are encouraged to contact the Center for Students with Disabilities or the University Program for Students with Learning Disabilities as soon as possible, and to provide a letter from one of these centers requesting accommodations.

**Religious Holiday Observances**
If you foresee a conflict with a class session and your observance of a religious holiday, please note the following policy passed by the University Senate:

Students anticipating such a conflict should inform their instructor in writing within the first three weeks of the semester, and prior to the anticipated absence, and should take the initiative to work out with the instructor a schedule for making up the missed work.
### Schedule of Workshops (as of 9/15/2011)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date(s)</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing and Finding Surveys and Instruments for Inquiry Projects</td>
<td>2 sections available: October 21 October 28</td>
<td>John Madura</td>
</tr>
<tr>
<td>Using Data to Support Your Stance</td>
<td>2 sections available: October 7 October 21</td>
<td>Dr. Rebecca Eckert</td>
</tr>
<tr>
<td>Single-Subject Design</td>
<td>October 14</td>
<td>Ashley MacSuga</td>
</tr>
<tr>
<td>Introduction to Quantitative Methods</td>
<td>2 sections available: October 7 October 14</td>
<td>Mariya Yukhymenko</td>
</tr>
<tr>
<td>APA Style</td>
<td>November 18</td>
<td>Dr. Marijke Kehrhahn</td>
</tr>
<tr>
<td>Designing Interviews</td>
<td>2 sections available: November 4 November 18</td>
<td>Dr. Thomas Levine</td>
</tr>
<tr>
<td>Observational Studies</td>
<td>November 4</td>
<td>Dr. Douglas Kaufman</td>
</tr>
</tbody>
</table>

### Workshop Descriptions

**Designing and Finding Surveys and Instruments for Inquiry Projects (October 21 and October 28)**
This workshop is designed to give you a crash course in how to write your own survey and be a critical consumer of existing surveys. We will focus on elements of good survey items, writing quality items, overall survey design, and how to get the most from the surveys that you use. The tips will be practical and able to implement immediately. If you are designing your own survey, be sure to bring those items with you.

**Using Data to Support Your Stance (October 7 and October 21)**
When you stand ‘on the shoulders of giants’, you see a little further down the road. This idea drives much of the preliminary data collection of educational researchers, advocates, and scholars developing an inquiry project. In this session, we will explore methods for evaluating existing research as well as strategies for using information from the literature to craft a clear, well-supported argument tailored to a specific audience. Although resources for this workshop will be provided, please bring your computer to class.
Single-Subject Research (October 14)
This session will help students formulate research questions that are appropriate for single subject research and design a study to address the following questions: (1) which type of single subject design allows you to compare the effectiveness of an intervention across behaviors, settings or individuals, and (2) why would you choose to use a single subject (versus group) design?

Introduction to Quantitative Methods (October 7 and October 14)
This session will provide an overview of the major principles in quantitative design and methods. It will also provide information regarding strategies for data collection.

APA Style (November 18)
This session will provide practice using the APA format for writing papers and completing reference lists and in-text citations.

Designing Interviews (November 4 and November 18)
This session will help you learn general strategies for formulating interview questions and for conducting and recording interviews to collect data. You will then apply these strategies during the session by drafting interview questions in a first draft of an interview protocol specific to your inquiry project. We will also practice interviewing in pairs or small groups. Participants should bring the following if possible: a laptop for drafting and revising interview questions, the recording device that you will use during interview, and the research topic and/or questions.

Observational Studies (November 4)
This session will provide an overview of the basics regarding observational studies. You will learn about why one would use observational studies, when they are appropriate and inappropriate, and how to administer this type of study.