OVERVIEW FROM SCOTT HERNESS

PhD in Educational Studies, Learning Technologies Specialization

The College of Education and Human Ecology is proposing revisions to the Learning Technologies Specialization of the PhD in Educational Studies. The proposal would increase the specialization requirements from 6 credit hours to 12 credit hours, adding two courses as specialization requirements which provide a foundational knowledge base for the study of learning technologies. A new course is also added, a special topic course that will replace an existing course, and provide a methodological foundation specific to Ph.D. students in Learning Technologies. The proposal will also clarify the cognate requirements, increase the elective requirements from 6 credits to 9 credits, remove 5000-level courses in order to keep elective requirements at 6000 level or above, add and/or strengthen courses to refine the current focus of the Ph.D. The proposal has the support of the College's Associate Dean of Academic Affairs, as well as the Chair of Educational Studies, and the College of Education and Human Ecology. Subcommittee review centered on clarification if the changes would apply to existing students, or only to new students, and also a minor elimination to the advising sheet involving residency requirements. All questions were satisfactorily answered.

THE OHIO STATE UNIVERSITY
COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

Academic Affairs
College of Education and Human Ecology
172 Arps Hall
1945 North High Street
Columbus, OH 43210
614-688-4571 Phone

Memo

May 2, 2017

To: Scott Herness, Associate Dean
Jill Toft, Administrative Associate to Associate Dean

CC: Andrew Zircher, Director of Assessment and Curriculum
Danielle Brown, Curriculum Development Specialist

From: Bryan Warnick, Associate Dean of Academic Affairs

RE: SPECIALIZATION REVISION TO PHD IN ES, LEARNING TECHNOLOGIES

The faculty and administration of the College of Education and Human Ecology (EHE) have approved a request to revise the Doctor of Philosophy in Educational Studies, Learning Technologies specialization in the Department of Educational Studies. The proposal was approved by the EHE Curriculum Committee on April 17, 2017 and received unanimous support. I am writing to request review of this proposal by the Council on Academic Affairs. If there are any questions, please contact me at warnick.11@osu.edu or Danielle Brown at brown.2199@osu.edu.

THE OHIO STATE UNIVERSITY

Department of Educational Studies Administration
Department of Educational Studies
College of Education and Human Ecology
121 Ramseyer Hall
29 W. Woodruff Ave.
Columbus, OH 43210

Phone: 614-688-4007
Fiscal: 614-292-5182
HR: 614-688-3522
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http://ehe.osu.edu/educational-studies/

10 April 2017

Dr. Bryan Warnick
Associate Dean for Curriculum
College of EHE

Dr. Warnick:

The faculty in the Learning Technologies program are proposing a series of revisions to the PhD specialization. Each of the proposed revisions is outlined in the attached Learning Technologies Program Revision document prepared by Dr. Kui Xie. The Educational Studies Graduate Studies Committee voted to approve these revisions and the new courses electronically following their meeting on 26 April 2017. Attached to the memo are the new program documents and the courses syllabi for the proposed courses.

If you have any additional questions or need additional information, do not hesitate to contact me. The approved proposal is attached.

Sincerely,

Helen I. Malone, PhD
Associate Chair
Department of Educational Studies

Learning Technologies Program Revision
03/03/2017

The Learning Technologies program requires the following changes be made to the Ph.D. program:

1. Increase the specialization requirements from 6 credit hours to 12 credit hours.
    a. Add ESLTECH 6223 and ESLTECH 7392 as specialization requirements. These two courses provide a foundational knowledge base for the study of learning technologies.
    b. Add a new course, ESLTECH 8226, to replace ESETEC 7897. The new course syllabus is included as a part of this package. This course has been piloted as a special topic course (ESETEC 7897) in Autumn 2016. It will provide a methodological foundation specific to Ph.D. students in Learning Technologies.
2. Eliminate the Cognate requirements (9 credit hours)
    a. The advisors usually guide students towards taking specialty classes as a general practice.
    b. The current cognate requirements are not well defined. In fact, there is no definition at all.
    c. It is confusing for students sometimes who look for official cognates and don't find any.
3. Increase the elective requirements from 6 credits to 9 credits
    a. The learning technologies programs hopes to better define their program with increased elective requirements specific to learning technologies from 6 credits to 9 credits.
4. Revise the elective requirements
    a. Remove 5000 level courses (ESETEC 5280; ESETEC 5281; ESWDE 5649S; ESWDE5701). We hope to keep the elective requirements for the doctoral program at 6000 level and above.
    b. Remove courses that have not been offered and will no longer be offered (ESETEC 7225; ESETEC 7727; ESETEC 7288; ESETEC 8253; ESETEC 8895)
    c. Remove courses that are not relevant to the current focus of the Ph.D. in Learning Technologies (ESWDE 8931; ESWDE 8932)
    d. Remove courses that were not designed as elective course for the Ph.D. in Learning Technologies (ESETEC 7289)
    e. Add a new course, ESLTECH 8296, as Learning Technologies brings change into organizations, classrooms, online educational contexts, and informal settings. Learning Technologies have been quickly changing the landscape of learning and teaching with the diffusion of innovations ranging from learning analytics to simulations and virtual reality. Learning how to diffuse innovation, manage change, and lead innovation are critical to graduates in Learning Technologies. Learning Technologies Diffusion, Innovation, and Change (ESLTECH 8296) will meet this need.
    f. Add courses that are relevant to the current focus of the Ph.D. in Learning Technologies (ESEPSY 8402; ESEPSY 8406; ESPOL 7224).
5. Update course prefix and course names. With previously approved program name change (from Educational Technology to Learning Technologies), we request to update the program sheet accordingly.
    a. Replace Educational Technology with Learning Technologies

Ph.D. Program Specializing in Learning Technologies
The Ohio State University, Department of Educational Studies
College of Education and Human Ecology
Semester Program Requirements
(minimum of 51 credit hours beyond the Master's degree; minimum 81 hours post-baccalaureate)

Student's Name _____ ID# _____

Semester/Yr Admitted to PhD program _____ Advisor_____

Master's Degree Transferred to Ohio State _____ Other transfer credit? Y/N (circle one)

Minimum Hours Required for Graduation: _____ Grad Non-Degree Hours Transferred Y/N (circle one)

Mark the number of credit hours completed in the Semester Hours Taken column. Mark the semester taken in the column on the right. Estimate the semester you plan to take remaining courses. PhD degree students must complete a minimum of 81 semester hours to graduate (post-baccalaureate) or 51 hours (post masters).

Departmental Common Core Requirements (6 credit hours)

Sem. Hrs. Taken	Course #	Course Name	Sem. Planned or Taken
_____	EDUCST 6891	Core 1: Proseminar in Educational Studies (3)	_____
_____	EDUCST 6892	Core 2: Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)	_____

Research Requirements (9 credit hours)

Students will select 9 credits from the following list of course sequences. Students will select one sequence, plus an additional course that reflects their research interests. This coursework will be selected by the student in consultation with the advisor.

Qualitative Sequence

_____	ESQUAL 8280	Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)	_____
_____	ESQUAL 8290	Qualitative Research in Education: Methods and Analysis (3)	_____
_____	One more research course (3)		_____

ANOVA Sequence:

_____	ESQREM 7648	Univariate Experimental Designs (4)	_____
_____	ESQREM 8648	Multivariate Experimental Designs (4)	_____
_____	One more research course (3)		_____

Regression Sequence:

_____	ESQREM 7651	Regression Analysis (4)	_____
_____	ESQREM 8658	Applied Multilevel Data Analysis (3)	_____
_____	One more research course (3)		_____

Sem. Hrs. Taken	Course #	Course Name	Sem. Planned or Taken
Classroom Discourse Sequence			
_____	ESQUAL 8210	Qualitative Research: The Analysis of Interaction in Educational Settings (3)	_____
_____	ESQUAL 8211	Analysis of Classroom Discourse (3)	_____
_____	One more research course (3)		_____

Specialized Sequence

Students, in consultation with their advisors, may design their own research methodology sequence. This is particularly suited to humanistic scholarship in education (e.g., history or philosophy of education). To complete a specialized sequence, students must take three methodology courses relevant to their research interests. Specialized research plans are approved by the Graduate Studies Committee.

_____	_____ _____	_____	_____
_____	_____ _____	_____	_____
_____	_____ _____	_____	_____

Specialization Requirements: (12 credit hours)

_____	ESLTECH 6223	Issues and Practices in Learning Technologies (3)	_____
_____	ESLTECH 7392	Theories of Learning with Technology (3)	_____
_____	ESLTECH 8216	Scholarly Perspectives in Learning Technologies (3)	_____
_____	ESLTECH 8226	Methods of Inquiry in Learning Technologies (3)	_____

Research Apprenticeship: (9 credit hours)

Students are required to take nine credit hours of work under the supervision of faculty focused on the preparation of conference presentations and/or publications, or intensive study relevant to the dissertation (use EDUPL 8191.10).

_____	EDUCST 8191	Research Apprenticeship: Educational Studies (3)	_____
_____	EDUCST 8191	Research Apprenticeship: Educational Studies (3)	_____
_____	EDUCST 8191	Research Apprenticeship: Educational Studies (3)	_____

Elective Requirements (choose at least 3 of these or other approved courses): (minimum 9 credit hours)

_____	ESLTECH 6278	Introduction to Instructional Design (3)	_____
_____	ESLTECH 6282	Introduction to Teaching Online for K-12 Educators (3)	_____
_____	ESLTECH 7229	Technology, Society, and Schools (3)	_____
_____	ESLTECH 7277	Computer Supported Collaborative Learning (3)	_____
_____	ESLTECH 7278	Formative Evaluation of Learning Technologies (3)	_____
_____	ESLTECH 7297	Designing Multimedia for Instruction (3)	_____
_____	ESLTECH 8295	Applied Instructional Design (3)	_____
_____	ESLTECH 8296	Learning Technologies Diffusion, Innovation, and Change	_____
_____	ESEADM 6372	Educational Technology Leadership and Administration (3)	_____
_____	ESPHIL 7415	Philosophical Foundations of Educational Technology (3)	_____
_____	ESWDS 7701	Foundations of Distance Teaching and Learning (3)	_____
_____	ESEPSY 8402	Classroom Research on Student Motivation (3)	_____
_____	ESEPSY 8406	Self-Regulated Learning (3)	_____
_____	ESPOL 7224	Educational Policy Analysis in Contemporary Culture (3)	_____

Candidacy Examination Committee formed/program approved: _____

Semester and Year

_____	_____
Printed Name of Advisor	Signature
_____	_____
Printed Name of Committee Member	Signature
_____	_____
Printed Name of Committee Member	Signature
_____	_____
Printed Name of Committee Member	Signature

Candidacy:

Application for Candidacy: http://gradforms.osu.edu

Candidacy Examination taken _____
Semester and Year

Results of Candidacy Exam _____

All students who successfully complete the doctoral candidacy examination will be required to be enrolled in every semester of their candidacy (summer session excluded) until graduation. Students must be enrolled for at least three credits per semester. While the Graduate School and the individual graduate programs will monitor the enrollment of all post-candidacy students, it ultimately will be the responsibility of each student to ensure that they are meeting the enrollment provisions of this policy. Continuous Enrollment Policy is located at http://www.gradsch.osu.edu/Depo/PDF/ContinuousEnrollmentPolicy.pdf.

Minimum Dissertation Credits: (minimum 6 credit hours)

Sem. Hrs. Taken	Course #	Course Name	Sem. Planned or Taken
_____	ESLTECH 8999	Dissertation Research	_____
_____	ESLTECH 8999	Dissertation Research	_____
_____	ESLTECH 8999	Dissertation Research	_____
_____	ESLTECH 8999	Dissertation Research	_____
_____	ESLTECH 8999	Dissertation Research	_____

Dissertation Proposal Submitted and Approved: _____
Semester and Year

Dissertation Committee Formed _____
Semester and Year

_____ _____
Printed Name of Advisor Signature

_____ _____
Printed Name of Committee Member Signature

_____ _____
Printed Name of Committee Member Signature

Final Oral Exam Date _____
Semester and Year

Year 1: Annual Review _____
Semester and Year

_____ _____
Student Signature Advisor Signature

_____ _____
Date Student Services Review (Initials) Date

Year 2: Annual Review _____
Semester and Year

_____ _____
Student Signature Advisor Signature

_____ _____
Date Student Services Review (Initials) Date

Year 3: Annual Review _____
Semester and Year

_____ _____
Student Signature Advisor Signature

_____ _____
Date Student Services Review (Initials) Date

Year 4: Annual Review

_____
Semester and Year

_____ _____
Student Signature Advisor Signature

_____ _____
Date Student Services Review (Initials) Date

Year 5: Annual Review

_____
Semester and Year

_____ _____
Student Signature Advisor Signature

_____ _____
Date Student Services Review (Initials) Date

Graduation Review:

Application to Graduate: http://gradforms.osu.edu

Application for Final Exam: http://gradforms.osu.edu (submit early enough so that faculty and Graduate Studies Committee Chair will approve no later than 2 weeks prior to Final Oral Exam).

Doctoral Degree Graduation Checklist: http://www.gradsch.osu.edu/Depo/PDF/DoctoralChecklist.pdf.

Doctoral Student Procedures – Final Semester: http://gradsch.osu.edu/Depo/PDF/PhDProceduresFinalSemester.pdf

Minimum credit hours required for graduation: _____
(Post-baccalaureate: minimum 81 semester hours) **(Post-masters: minimum 51 semester hours)**

Total semester hours completed _____

Yes/No Minimum hours required for graduation met?

Other requirements:
Yes/No Registered for minimum of 3 hours semester graduating
Yes/No Fees Paid
Yes/No Missing Grades or Incompletes?

_____ _____
Student Signature Advisor Signature

_____ _____
Date Student Services Review (Initials) Date

For more information about courses, please go to www.buckeyelink.osu.edu and click on Schedule of Classes.

Ph.D. Program Specializing in Learning Technologies
The Ohio State University, Department of Educational Studies
College of Education and Human Ecology
Semester Program Requirements
(minimum of 51 credit hours beyond the Master's degree; minimum 81 hours post-baccalaureate)

Student's Name _____ ID# _____

~~Quarter~~Semester/Yr Admitted to PhD program _____ Advisor_____

Master's Degree Transferred to Ohio State _____ Other transfer credit? Y/N (circle one)

Minimum Hours Required for Graduation: _____ Grad Non-Degree Hours Transferred Y/N (circle one)

Mark the number of credit hours completed in the Semester Hours Taken column. Mark the semester taken in the column on the right. Estimate the semester you plan to take remaining courses. PhD degree students must complete a minimum of 81 semester hours to graduate (post-baccalaureate) or 51 hours (post masters).

Departmental Common Core Requirements (6 credit hours)

Sem. Hrs. Taken	Course #	Course Name	Sem. Planned or Taken
_____	EDUCST 6891	Core 1: Proseminar in Educational ~~Policy and Leadership~~Studies (3)	_____
_____	EDUCST 6892	Core 2: Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)	_____

Research Requirements (9 credit hours)

Students will select 9 credits from the following list of course sequences. Students will select one sequence, plus an additional course that reflects their research interests. This coursework will be selected by the student in consultation with the advisor~~, and is subject to the rules of the Graduate Studies Committee~~

Qualitative Sequence

_____	ESQUAL 8280	Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)	_____
_____	ESQUAL 8290	Qualitative Research in Education: Methods and Analysis (3)	_____
_____	One more research course (3)		_____

ANOVA Sequence:

_____	ESQREM 7648	Univariate Experimental Designs (4)	_____
_____	ESQREM 8648	Multivariate Experimental Designs (4)	_____
_____	One more research course (3)		_____

Regression Sequence:

_____	ESQREM 7651	Regression Analysis (4)	_____
_____	ESQREM 8658	Applied Multilevel Data Analysis (3)	_____
_____	One more research course (3)		_____

Sem. Hrs. Taken	Course #	Course Name	Sem. Planned or Taken
Classroom Discourse Sequence			
_____	ESQUAL 8210	Qualitative Research: The Analysis of Interaction in Educational Settings (3)	_____
_____	ESQUAL 8211	Analysis of Classroom Discourse (3)	_____
_____	One more research course (3)		_____

Specialized Sequence

Students, in consultation with their advisors, may design their own research methodology sequence. This is particularly suited to humanistic scholarship in education (e.g., history or philosophy of education). To complete a specialized sequence, students must take three methodology courses relevant to their research interests. Specialized research plans are approved by the Graduate Studies Committee.

_____	_____ _____	_____	_____
_____	_____ _____	_____	_____
_____	_____ _____	_____	_____

Specialization Requirements: (~~6~~ 12 credit hours)

_____	ESLTECH ~~ESETEC~~ 6223	Issues and Practices in Learning Technologies (3)	_____
_____	ESLTECH ~~ESETEC~~ 7392	Theories of Learning with Technology (3)	_____
_____	~~ESTEPL~~ ESLTECH ~~ESETEC~~ 8216	~~Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology~~Scholarly Perspectives in Learning Technologies (3)	_____
_____	ESLTECH ~~ESETEC~~ ~~7897~~8226	Methods of Inquiry in Learning Technologies (3) ~~Special Topics: Educational Technology (3)~~	_____

~~**Cognate (69 credit hours)**~~

_____	_____ _____	_____	_____
_____	_____ _____	_____	_____
_____	_____ _____	_____	_____

Research Apprenticeship: (9 credit hours)

Students are required to take nine credit hours of work under the supervision of faculty focused on the preparation of conference presentations and/or publications, or intensive study relevant to the dissertation (use EDUPL 8191.10).

_____	EDUCST 8191	Research Apprenticeship: Educational Studies (3)	_____
_____	EDUCST 8191	Research Apprenticeship: Educational Studies (3)	_____
_____	EDUCST 8191	Research Apprenticeship: Educational Studies (3)	_____
_____	~~EDUCST 8191~~	~~Research Apprenticeship~~	_____
_____	~~EDUCST 8191~~	~~Research Apprenticeship~~	_____

Elective Requirements (choose at least ~~2~~ 3 of these or other approved courses): (minimum ~~6~~ 9 credit hours)

_____	~~ESETEC 5280~~	~~Educational Videography (3)~~	_____
_____	~~ESETEC 5281~~	~~Introduction to Developing Educational Web Sites (3)~~	_____

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	ESLTECH 6278	Introduction to Instructional Design (3)	
_____	ESLTECH ~~ESETEC~~ 6282	Introduction to Teaching Online for K-12 Educators (3)	_____
	ESLTECH 7229	Technology, Society, and Schools (3)	
_____	~~ESETEC 7225~~	~~Visualizing the Curriculum (3)~~	_____
_____	ESLTECH ~~ESETEC~~ 7277	~~Educational Telecommunications~~Computer Supported Collaborative Learning (3)	_____
_____	ESLTECH ~~ESETEC~~ 7278	Formative Evaluation of Learning Technologies (3)	_____
_____	~~ESETEC 7288~~	~~Urban Communities, Technology and Education (3)~~	_____
_____	~~ESETEC 7289~~	~~Practicum in Instructional Design and Technology (3)~~	_____
_____	ESLTECH ~~ESETEC~~ 7297	Designing Multimedia for Instruction (3)	_____
_____	ESLTECH ~~ESETEC~~ 8295	Applied Instructional Design (3)	_____
	ESLTECH 8296	Learning Technologies Diffusion, Innovation, and Change	
_____	ESEADM 6372	Educational Technology Leadership and Administration (3)	_____
_____	~~ESETEC~~ ESPHIL 7415	Philosophical Foundations of Educational Technology (3)	_____
_____	~~ESETEC~~ ESWDS 7701	Foundations of Distance Teaching and Learning (3)	_____
	ESEPSY 8402	Classroom Research on Student Motivation (3)	
	ESEPSY 8406	Self-Regulated Learning (3)	
	ESPOL~~CFE~~ 7224	Educational Policy Analysis in Contemporary Culture (3)	
_____	~~ESETEC 7727~~	~~Assuring Quality in On Line Course Design (3)~~	_____
_____	~~ESETEC 8253~~	~~Women, Technology, and Education (3)~~	_____
_____	~~ESETEC 8296~~	~~Learning Technologies Diffusion, Innovation, and Change~~	_____
_____	~~ESETEC 8895~~	~~Seminars: Educational Technology (3)~~	_____
_____	~~ESEPL 8216~~	~~Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Learning Technology (3)~~	_____
_____	~~ESEADM 6372~~	~~Educational Technology Leadership and Administration (3)~~	_____
_____	~~ESWDE 5649S~~	~~Teaching Adults in the Workplace (3)~~	_____
_____	~~ESWDE 5701~~	~~Teaching Adult Learners Online (3)~~	_____
_____	~~ESWDE 8931~~	~~Theory and Practice of Discussion and Facilitation for the Workplace (3)~~	_____
_____	~~ESWDE 8932~~	~~Adult Learning Theory (3)~~	_____

~~**Pre-candidacy residency requirement:** (2 consecutive semesters or one consecutive semester and summer session with full time enrollment)~~

_____
_____
_____

Candidacy Examination Committee formed/program approved: _____
Semester and Year

_____ _____
Printed Name of Advisor Signature

_____ _____
Printed Name of Committee Member Signature

_____ _____
Printed Name of Committee Member Signature

_____	_____
Printed Name of Committee Member	Signature

Candidacy:

Application for Candidacy: http://gradforms.osu.edu

Candidacy Examination taken _____
Semester and Year

Results of Candidacy Exam _____

All students who successfully complete the doctoral candidacy examination will be required to be enrolled in every semester of their candidacy (summer session excluded) until graduation. Students must be enrolled for at least three credits per semester. While the Graduate School and the individual graduate programs will monitor the enrollment of all post-candidacy students, it ultimately will be the responsibility of each student to ensure that they are meeting the enrollment provisions of this policy. Continuous Enrollment Policy is located at http://www.gradsch.osu.edu/Depo/PDF/ContinuousEnrollmentPolicy.pdf.

Minimum Dissertation Credits: (minimum 6 credit hours)

Sem. Hrs. Taken	Course #	Course Name	Sem. Planned or Taken
_____	ESLTECH ~~ESETEC~~	8999 Dissertation Research	_____
_____	ESLTECH ~~ESETEC~~	8999 Dissertation Research	_____
_____	ESLTECH ~~ESETEC~~	8999 Dissertation Research	_____
_____	ESLTECH ~~ESETEC~~	8999 Dissertation Research	_____
_____	ESLTECH ~~ESETEC~~	8999 Dissertation Research	_____

Dissertation Proposal Submitted and Approved: _____
Semester and Year

Dissertation Committee Formed _____
Semester and Year

_____ _____
Printed Name of Advisor Signature

_____ _____
Printed Name of Committee Member Signature

_____ _____
Printed Name of Committee Member Signature

Final Oral Exam Date _____
Semester and Year

Year 1: Annual Review _____
Semester and Year

_____ _____
Student Signature Advisor Signature

_____ _____
Date Student Services Review (Initials) Date

Year 2: Annual Review _____
Semester and Year

_____ _____
Student Signature Advisor Signature

_____ _____
Date Student Services Review (Initials) Date

Year 3: Annual Review _____
Semester and Year

_____ _____
Student Signature Advisor Signature

_____ _____
Date Student Services Review (Initials) Date

Year 4: Annual Review

_____
Semester and Year

_____ _____
Student Signature Advisor Signature

_____ _____
Date Student Services Review (Initials) Date

Year 5: Annual Review

_____
Semester and Year

_____ _____
Student Signature Advisor Signature

_____ _____
Date Student Services Review (Initials) Date

Graduation Review:

Application to Graduate: http://gradforms.osu.edu

Application for Final Exam: http://gradforms.osu.edu (submit early enough so that faculty and Graduate Studies Committee Chair will approve no later than 2 weeks prior to Final Oral Exam).

Doctoral Degree Graduation Checklist: http://www.gradsch.osu.edu/Depo/PDF/DoctoralChecklist.pdf.

Doctoral Student Procedures – Final Semester: http://gradsch.osu.edu/Depo/PDF/PhDProceduresFinalSemester.pdf

Minimum credit hours required for graduation: _____
(Post-baccalaureate: minimum 81 semester hours) **(Post-masters: minimum 51 semester hours)**

Total semester hours completed _____

Yes/No Minimum hours required for graduation met?

Other requirements:
Yes/No Registered for minimum of 3 hours semester graduating
Yes/No Fees Paid
Yes/No Missing Grades or Incompletes?

_____ _____
Student Signature Advisor Signature

_____ _____
Date Student Services Review (Initials) Date

For more information about courses, please go to www.buckeyelink.osu.edu and click on Schedule of Classes.

Ph.D. Program Specializing in Learning Technologies
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Semester Program Requirements
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Student's Name _____ ID# _____

Quarter/Yr Admitted to PhD program _____ Advisor_____

Master's Degree Transferred to Ohio State _____ Other transfer credit? Y/N (circle one)

Minimum Hours Required for Graduation: _____ Grad Non-Degree Hours Transferred Y/N (circle one)

Mark the number of credit hours completed in the Semester Hours Taken column. Mark the semester taken in the column on the right. Estimate the semester you plan to take remaining courses. PhD degree students must complete a minimum of 81 semester hours to graduate (post-baccalaureate) or 51 hours (post masters).

Departmental Common Core Requirements (6 credit hours)

Sem. Hrs. Taken	Course #	Course Name	Sem. Planned or Taken
_____	EDUCST 6891	Core 1: Proseminar in Educational Policy and Leadership (3)	_____
_____	EDUCST 6892	Core 2: Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)	_____

Research Requirements (9 credit hours)

Students will select 9 credits from the following list of course sequences. Students will select one sequence, plus an additional course that reflects their research interests. This coursework will be selected by the student in consultation with the advisor, and is subject to the rules of the Graduate Studies Committee

Qualitative Sequence

_____	ESQUAL 8280	Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)	_____
_____	ESQUAL 8290	Qualitative Research in Education: Methods and Analysis (3)	_____
_____	One more research course (3)		_____

ANOVA Sequence:

_____	ESQREM 7648	Univariate Experimental Designs (4)	_____
_____	ESQREM 8648	Multivariate Experimental Designs (4)	_____
_____	One more research course (3)		_____

Regression Sequence:

_____	ESQREM 7651	Regression Analysis (4)	_____
_____	ESQREM 8658	Applied Multilevel Data Analysis (3)	_____
_____	One more research course (3)		_____

Sem. Hrs. Taken	Course #	Course Name	Sem. Planned or Taken
Classroom Discourse Sequence			
_____	ESQUAL 8210	Qualitative Research: The Analysis of Interaction in Educational Settings (3)	_____
_____	ESQUAL 8211	Analysis of Classroom Discourse (3)	_____
_____	One more research course (3)		_____

Specialized Sequence

Students, in consultation with their advisors, may design their own methodology sequence. This is particularly suited to humanistic scholarship in education (e.g., history or philosophy of education). To complete a specialized sequence, students must take three methodology courses relevant to their research interests. Specialized research plans are approved by the Graduate Studies Committee.

_____	_____ _____	_____	_____
_____	_____ _____	_____	_____
_____	_____ _____	_____	_____

Specialization Requirements: (6 credit hours)

_____	ESTEPL 8216	Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology (3)	_____
_____	ESETEC 7897	Special Topics: Educational Technology (3)	_____

Cognate (9 credit hours)

_____	_____ _____	_____	_____
_____	_____ _____	_____	_____
_____	_____ _____	_____	_____

Research Apprenticeship: (9 credit hours)

Students are required to take nine credit hours of work under the supervision of faculty focused on the preparation of conference presentations and/or publications, or intensive study relevant to the dissertation (use EDUPL 8191.10).

_____	EDUCST 8191	Research Apprenticeship	_____
_____	EDUCST 8191	Research Apprenticeship	_____
_____	EDUCST 8191	Research Apprenticeship	_____
_____	EDUCST 8191	Research Apprenticeship	_____

Elective Requirements (choose at least 2 of these or other approved courses): (minimum 6 credit hours)

_____	ESETEC 5280	Educational Videography (3)	_____
_____	ESETEC 5281	Introduction to Developing Educational Web Sites (3)	_____
_____	ESETEC 6282	Introduction to Teaching Online for K-12 Educators (3)	_____
_____	ESETEC 7225	Visualizing the Curriculum (3)	_____
_____	ESETEC 7277	Educational Telecommunications (3)	_____
_____	ESETEC 7278	Formative Evaluation of Learning Technologies (3)	_____
_____	ESETEC 7288	Urban Communities, Technology and Education (3)	_____
_____	ESETEC 7289	Practicum in Instructional Design and Technology (3)	_____

Sem. Hrs. Taken	Course #	Course Name	Sem. Planned or Taken
_____	ESETEC 7297	Designing Multimedia for Instruction (3)	_____
_____	ESETEC 7415	Philosophical Foundations of Educational Technology (3)	_____
_____	ESETEC 7701	Foundations of Distance Teaching and Learning (3)	_____
_____	ESETEC 7727	Assuring Quality in On Line Course Design (3)	_____
_____	ESETEC 8253	Women, Technology, and Education (3)	_____
_____	ESETEC 8295	Applied Instructional Design (3)	_____
_____	ESETEC 8895	Seminars: Educational Technology (3)	_____
_____	ESEPL 8216	Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology (3)	_____
_____	ESEADM 6372	Educational Technology Leadership and Administration (3)	_____
_____	ESWDE 5649S	Teaching Adults in the Workplace (3)	_____
_____	ESWDE 5701	Teaching Adult Learners Online (3)	_____
_____	ESWDE 8931	Theory and Practice of Discussion and Facilitation for the Workplace (3)	_____
_____	ESWDE 8932	Adult Learning Theory (3)	_____

Pre-candidacy residency requirement: (2 consecutive semesters or one consecutive semester and summer session with full time enrollment)

_____

_____

Candidacy Examination Committee formed/program approved: _____

Semester and Year

_____ _____

Printed Name of Advisor Signature

_____ _____

Printed Name of Committee Member Signature

_____ _____

Printed Name of Committee Member Signature

_____ _____

Printed Name of Committee Member Signature

Candidacy:

Application for Candidacy: http://gradforms.osu.edu

Candidacy Examination taken _____
Semester and Year

Results of Candidacy Exam _____

All students who successfully complete the doctoral candidacy examination will be required to be enrolled in every semester of their candidacy (summer session excluded) until graduation. Students must be enrolled for at least three credits per semester. While the Graduate School and the individual graduate programs will monitor the enrollment of all post-candidacy students, it ultimately will be the responsibility of each student to ensure that they are meeting the enrollment provisions of this policy. Continuous Enrollment Policy is located at http://www.gradsch.osu.edu/Depo/PDF/ContinuousEnrollmentPolicy.pdf.

Minimum Dissertation Credits: (minimum 6 credit hours)

Sem. Hrs. Taken	Course #	Course Name	Sem. Planned or Taken
_____	ESETEC 8999	Dissertation Research	_____
_____	ESETEC 8999	Dissertation Research	_____
_____	ESETEC 8999	Dissertation Research	_____
_____	ESETEC 8999	Dissertation Research	_____
_____	ESETEC 8999	Dissertation Research	_____

Dissertation Proposal Submitted and Approved: _____
Semester and Year

Dissertation Committee Formed _____
Semester and Year

_____ _____
Printed Name of Advisor Signature

_____ _____
Printed Name of Committee Member Signature

_____ _____
Printed Name of Committee Member Signature

Final Oral Exam Date _____
Semester and Year

Year 1: Annual Review _____
Semester and Year

_____ _____
Student Signature Advisor Signature

_____ _____
Date Student Services Review (Initials) Date

Year 2: Annual Review _____
Semester and Year

_____ _____
Student Signature Advisor Signature

_____ _____
Date Student Services Review (Initials) Date

Year 3: Annual Review _____
Semester and Year

_____ _____
Student Signature Advisor Signature

_____ _____
Date Student Services Review (Initials) Date

Year 4: Annual Review

_____
Semester and Year

_____ _____
Student Signature Advisor Signature

_____ _____
Date Student Services Review (Initials) Date

Year 5: Annual Review

_____
Semester and Year

_____ _____
Student Signature Advisor Signature

_____ _____
Date Student Services Review (Initials) Date

Graduation Review:

Application to Graduate: http://gradforms.osu.edu

Application for Final Exam: http://gradforms.osu.edu (submit early enough so that faculty and Graduate Studies Committee Chair will approve no later than 2 weeks prior to Final Oral Exam).

Doctoral Degree Graduation Checklist: http://www.gradsch.osu.edu/Depo/PDF/DoctoralChecklist.pdf.

Doctoral Student Procedures – Final Semester: http://gradsch.osu.edu/Depo/PDF/PhDProceduresFinalSemester.pdf

Minimum credit hours required for graduation: _____
(Post-baccalaureate: minimum 81 semester hours) **(Post-masters: minimum 51 semester hours)**

Total semester hours completed _____

Yes/No Minimum hours required for graduation met?

Other requirements:
Yes/No Registered for minimum of 3 hours semester graduating
Yes/No Fees Paid
Yes/No Missing Grades or Incompletes?

_____ _____
Student Signature Advisor Signature

_____ _____
Date Student Services Review (Initials) Date

For more information about courses, please go to www.buckeyelink.osu.edu and click on Schedule of Classes.

The Ohio State University
College of Education and Human Ecology
Department of Educational Studies

ESETEC 8226 / Fall 2018

Class Meeting:	Wednesdays, 4:30pm – 6:50pm, RA215
Instructor:	Kui Xie, Ph.D.
Office:	RA 322A
Phone:	(614) 292-4438
Email:	xie.359@osu.edu (preferred method of contact)
Office Hours:	By Appointment
Course Title:	Methods of Inquiry in Learning Technologies
Credits:	Three (3)

Description: In this seminar course, we will discuss educational research methodologies specifically in technology supported learning environments. The goal is to help you to identify research ideas gearing toward your candidacy exam and to set the stage for your dissertation. We will discuss the technology affordances in educational research and talk about the opportunities for research in today's data-driven society. Specific topics will include: self-report and experience sampling method, data intensive research, big data movement, learning analytics, data collection issues, data access and privacy, IRB, content analysis of online discussions, social network analysis, as well as design based research. We will also invite guest speakers to share their experience in specific areas, for example, how to navigate through candidacy exam and dissertation, how machine learning and agent-based modeling can be used in educational research, etc.

Prerequisites: N/A

Course Objectives/Learning Outcomes:

Objective	Course Assessment
Following successful completion of this course, the student will be able to review a research paper, analyze the methods of the paper, and present the methods and findings.	Student Presentations
Following successful completion of this course, the student will be able to understand the process of candidacy exam. Following successful completion of this course, the student will be able to identify a research topic in the area of learning technologies.	Topic Identification Report
Following successful completion of this course, the student will be able to design a research plan for a specific research topic, involving various methods related to learning technologies.	Research Plan Report
Following successful completion of this course, the student will be able to write a research proposal in the area of learning technology.	Final Research Paper

Required Text(s) and Course Materials: **Located at end of syllabus**

Grading Plan/Grading Rubric:

Grading Scale:

A	93-100%	B+	87-89	C+	77-79	D+	67-69
A-	90-92	B	83-86	C	73-76	D	60-66
		B-	80-82	C-	70-72	E	59% or less

Evaluation:

Course final grades will be calculated as follows:

Grade Component	Due Date	Percentage
Assignment 1	See schedule	20%
Assignment 2	10/05/2018	5%
Assignment 3	11/02/2018	20%
Assignment 4	12/07/2018	35%
Final presentation	12/07/2018	10%
Class participation	Ongoing (Weekly)	10%
TOTAL:		**100%**

Assignment Details:

Assignment 1: Student Presentations (Due date: See course schedule)
Each student is expected to present one article from the reading list. For the presentation you will present a summary of the article and then lead discussion of what the article inform us about the specific methodology used in the research. What were the "big ideas" you got out of the article that you think are most important? Does it suggest instructional implications, research implications, or both? Are there any particular concerns you had with the content of the article or the methodology of the study if the article was based on a study (i.e., if it were an empirical article)? Each presentation will be 30-40 minutes long (with presentation and discussions).

Note that:

- Your fellow students generally appreciate a visual aid, but that decision is yours to make. The visual could be a PowerPoint presentation, a handout, or something written on the board.
- End your presentation with a few questions to begin some discussion of the article.
- Call or email me at least before the day of your article presentation if you are having trouble summarizing the article. In other words, if you find the article confusing, I would rather you speak with me prior to the class period in which you are presenting before you get the class confused.

In my evaluation of your presentation I will be look for the following:

- Good organization of presentation
- Clear articulation of concepts
- Good questions to stimulate discussion
- Good control of pace and time

Assignment 2, 3 & 4: Research Paper

Students are required to write one, approximately 15-page (1-inch margins, double spaced, 12-point font), research paper on a topic of their choice in the field of learning technologies in general. The research paper should have a strong emphasis on research methodology and techniques used in the research. Students should use this assignment to explore, in some detail, an issue of interest to them. It is expected that students will review relevant empirical research in their papers, which might have been done in a previous class or can be a new topic from start. The student should review a minimum of 10 articles, eight of which should be empirical (i.e., based on actual studies). **It is also expected that students will demonstrate some critical analysis on the methodology aspect and synthesis of the course content in the paper.**

Assignment 2: Topic Identification Report (Due 10/05/2018, in class)
You should give me a Brief (max 500 words) report scoping out a topic for the research paper. Students will present and discuss their research topics in class.

Assignment 3: Research Plan Report (Due 11/02/2018, in class)
Brief (2000-2500 word) report laying out how you would carry out your research (e.g., data collection, data analysis, reporting). Pay special attention to establish a rationale for the research methodology.

Assignment 4: Final Research Report (DUE 12/07/2018, in class)
The final paper will include a polished work based upon the two previous reports. Although I will not read drafts, I will happily assist your development of a research paper in any other way. Final Papers are due on **12/07/2018.** Use APA style guide to format your paper and references. Submit your final paper to the Carmen Dropbox.

Policy for Missed Assignments: Late Final Papers will **not** be accepted, unless students have contacted the instructor by December 01, 2018 to request and make arrangements for an incomplete in the course.

Policy for Student Conduct and Participation: Participation is an important element of this course. Through raising questions, sharing personal experiences, and basing comments on interpretations of theories and assigned readings, students may deepen not only their own emerging understandings of course themes, but also understandings of other class members. In addition to participating in class discussions, other forms of active contribution include attending class regularly and arriving on time, posting resources on the Carmen course site, and demonstrating respect and sensitivity towards the contributions of others.

NOTE: If you will not be able to attend a class session, please email the instructor **at least one week in advance** to provide notification of your absence. In the event you cannot attend class due to an emergency, notify the instructor by email as soon as possible.

Students are expected to complete all readings prior to each class session and be prepared to discuss them. The reading materials are listed at the end of the syllabus.

Code of Student Conduct
Please review The Ohio State University's Code of Student Conduct, which is available at http://studentaffairs.osu.edu/resource_csc.asp. Specific behavior against this code will be reported to the Committee on Academic Misconduct for further investigation.

Student Rights and Responsibilities

Academic Integrity (Academic Misconduct) -- Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (*Ten Suggestions*)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.html)

Accommodations for Students with Disabilities
Any student who feels that s/he may need an accommodation based on the impact of a disability should contact the instructor by email to arrange a time to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate accommodations for students with documented disabilities.

Grievances and Solving Problems – (Example statement) According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by ***speaking first with the instructor or professor***: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union." "Grievances against graduate, research, and teaching assistants should be submitted first ***to the supervising instructor***, then to the chairperson of the assistant's department."

Statement on Diversity – The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are

different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The College of Education and Human Ecology prohibits discrimination against any member of the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Readings List

Review of Traditional Educational Research Methods

Gall, M.D., Gall, J.P., & Borg, W.R. (2007). *Educational research: An introduction.* Pearson: Allyn & Bacon.

Sinatra, G.M., Heddy, B.C., & Lombardi, D. (2015). The challenges of defining and measuring student engagement in science. *Educational Psychologist, 50*(1), 1-13.

*Marabenick, S.A. (2003). Seeking help in large college classes: A person-centered approach. *Contemporary Educational Psychology, 28*(1), 37-58.

*Hayenga, A.O. & Corpus, J.H. (2010). Profiles of intrinsic and extrinsic motivations: A person-centered approach to motivation and achievement in middle school. *Motivation and Emotion, 34*(4), 371-383.

The Method of Self-Report and Experience Sampling Method

Zirkel, S., Garcia, J.A., & Murphy, M.C. (2015). Experience-sampling research methods and their potential for educational research. *Educational Researcher, 44*(1), 7-16.

Greene, B.A. (2015). Measuring cognitive engagement with self-report scales: Reflections from over 20 years of research. *Educational Psychologist, 50*(1), 14-30.

*Henire, C., Bodily, R., Manwaring, K.C., & Graham, C.R. (2015). Exploring intensive longitudinal measures of student engagement in blended learning. *International Review of Research in Open and Distributed Learning, 16*(3), 131-155.

*Larson, R. & Csikszentmihalyi, M. (1983). The experience sampling method. In H.T. Rei (Ed.), *New directions for methodology of social and behavioral sciences* (vol. 15, pp.41-56). San Francisco: Jossey-Bass.

Introduction to Data Intensive Research

Dede C. (2015). *Data-intensive research in education: Current work and next steps.* Computing Research Association.

Introduction to Learning Analytics and Big Data

Siemens, G. (2013). Learning analytics: The emergence of a discipline. *American Behavioral Scientist, 57*(10), 1380-1400.

Pardo, A. (2014). Designing learning analytics experiences. In J.A. Larusson and B. White (Eds.), Learning Analytics: From Research to Practice (pp. 15-38). New York: Springer.

Provost, F., & Fawcett, T. (2013). Data Science and its Relationship to Big Data and Data-Driven Decision Making. *Big Data, 1*(1), 51-59.

*Mayer-Schönberger, V., & Cukier, K. (2013). Big data: A revolution that will transform how we live, work, and think. New York, NY: Houghton Mifflin Harcourt. (eBook available from OSU library) (Chapter 1-5)

*Lowes, S., Lin, P., & Kinghorn, B. (2015). Exploring the link between online behaviors and course performance in asynchronous online high school courses. *Journal of Learning Analytics, 2*(2), 169-194.

Data Access and Privacy; The IRB

Gall, M.D., Gall, J.P., & Borg, W.R. (2007). *Educational research: An introduction.* Pearson: Allyn & Bacon.

Dede C. (2015). *Data-intensive research in education: Current work and next steps*. Computing Research Association.

Mayer-Schönberger, V., & Cukier, K. (2013). Big data: A revolution that will transform how we live, work, and think. New York, NY: Houghton Mifflin Harcourt. (eBook available from OSU library) (Chapter 6-7)

OSU Office of Responsible Research Practices: http://orrp.osu.edu/irb/

Data Analysis: Content analysis; Natural language processing

de Wever, B., Schellens, T., Valcke, M., & van Keer, H. (2006). Content analysis schemes to analyze transcripts of online asynchronous discussion groups: A review. *Computers and Education, 46*, 6–28.

*Weinberger, A. & Fischer, F. (2006). A framework to analyze argumentative knowledge construction in computer-supported collaborative learning. *Computers & Education, 46*(1), 71–95.

Data Analysis: Network analysis; Agent-based modeling

Cela, K.L., Sicilia, M.A., & Sanchez, S. (2015). Social network analysis in e-learning environments: A preliminary systematic review. *Educational Psychology Review, 27*(1), 219-246.

*Martinez, A., Dimitriadis, Y., Rubia, B., Gomez, E., & de la Fuente, P. (2003). Combining qualitative evaluation and social network analysis for the study of classroom social interactions. *Computers and Education, 41*(4), 353-368.

*Rienties, B., Tempelaar, D., Van den Bossche, P., Gijselaers, W., & Segers, M. (2009). The role of academic motivation in Computer-Supported Collaborative Learning. *Computers in Human Behavior, 25*(6), 1195-1206.

Analytics Based Research: Analytics map to intervention

Lockyer, L., Heathcote, E., & Dawson, S. (2013). Informing Pedagogical Action: Aligning Learning Analytics with Learning Design. *American Behavioral Scientist, 57*(10), 1439-1459.

Design-Based Research

The Design-Based Research Collective (2003). Design-based research: An emerging paradigm for educational inquiry. *Educational Researcher, 32*(1), 5-8.

Anderson, T. & Shattuck, J. (2012). Design-based research: A decade of progress in educational research? *Educational Researcher, 41*(1), 16-25.

Collins, A., Joseph, D., & Bielaczyc, K. (2004). Design Research: Theoretical and methodological issues. *The Journal of The Learning Sciences, 13*(1), 15-42.

Hoadley, C. (2004). Methodological Alignment in Design-Based Research. *Educational Psychologist, 39*(4), 203-212.

Wang, F. & Hannafin, M.J. (2005). Design-based research and technology-enhanced learning environments. *Educational Technology Research and Development, 53*(4), 5-23.

Amiel, T., & Reeves, T.C. (2008). Design-Based Research and Educational Technology: Rethinking Technology and the Research Agenda. *Educational Technology & Society, 11*(4), 29–40.

*Zhang, J., Scardamalia, M., Reeve, R. & Messina, R. (2009). Designs for collective responsibility in knowledge-building communities. *Journal of the Learning Sciences*, *18*(1), 7-44.

*Ketelhut, D., Nelson, B.C., Clarke, J., & Dede, C. (2010). A multi-user virtual environment for building and assessing higher order inquiry skills in science. *British Journal of Educational Technology*, *41*(1), 2010, 56-68.

Tentative Course Schedule

Wk	Date	Topic & Activities & Assignments	Readings
1	08/31	Topics: Overview of course and educational research methods, Introductions, Presentation assignment Student introduction on topics of interest (10 minutes each with 10 discussions: 60 minutes)	
2	09/07	Topics: The process of becoming a researcher; Understanding why some students remain ABD, Philosophical foundations of research; What constitutes evidence? Guest speaker on navigating Ph.D. Topics: Review of traditional educational research methodology (Sinatra's article: personal oriented; context oriented; person in context oriented) (Variable-centered vs. person-centered approaches) Student presentation on Person-Centered Approach: (45 minutes)	Articles: 1. Gall, Gall, Borg 2. Sinatra 3. Marabenick* 4. Hayenga, Corpus*
3	09/14	Topics: The method of self-report and experience sampling (a crossover between self-report and intensive data) Guest speaker on Research Methodology Center Student presentation on Experience Sampling Method: (45 minutes)	Articles: 1. Zirkel, et al. 2. Greene 3. Henrie, et al.*
4	09/21	Topics: Introduction to data intensive research	Articles: 1. Dede
5	09/28	Topics: Introduction to analytics; big data movement; solving Problems with analytics; analytic tools, examples of learning analytics research Student presentation on Learning Analytics Research (45 minutes)	Articles: 1. Siemens 2. Pardo 3. Provost, Fawcett 4. Mayer-Schonberger* 5. Lowes et al*
6	10/05	Topics: Focusing on data collection; Data access and privacy issues; IRB; Citi training and certificate Guest speaker on IRB **Assignment: Topic identification report; Citi Training Certificate**	Articles: 1. Gall, Gall, Borg 2. Dede 3. Mayer-Schonberger

7	10/12	Topics: Focusing on data analysis: content analysis of online discussions Guest speaker on Natural language processing and machine learning	Articles: 1. de Wever 2. Weinberger
8	10/19	Reflection on potential research questions and design	
9	10/26	Topics: Focusing on data analysis: social network analysis Guest speaker on Agent-based modeling Student presentation on Social Network Analysis: (45 minutes)	Articles: 1. Cela et al 2. Martinez et al* 3. Rienties et al*
10	11/02	Topics: Analytics based research; Analytics map to intervention Student presentation on potential research questions and design; Discussion and feedback on student projects **Assignment: Research Plan Report**	Articles: 1. Lockyer, et al
11	11/09	Topics: Introduction of Design-Based Research Student presentation on Design-Based Research (45 minutes)	Articles: 1. Design-based Research Collective 2. Anderson 3. Collins et al 4. Hoadley 5. Wang, Hannafin 6. Amiel, Reeves 7. Ketelhut 8. Zhang
12	11/16	Topics: Methodological issues and future agenda of Design-based Research	
13	11/23	**Thanksgiving Holiday**	
14	11/30	Small group work refining method plans	
15	12/07	Finishing final presentation **Assignment: Final project paper**	

Note: Articles with "" mark are elective reading.*

The Ohio State University

College of Education and Human Ecology

Department of Educational Studies

Educ Sts and ESLTECH 8296/Spring/2018

Thursday/4-7pm/136 Ramseyer Hall

Preparer name (OAA requests preparer information)

Ana-Paula Correia, 310M Ramseyer Hall, 614-688-4007, correia.12@osu.edu, By Appointment

Learning Technologies Diffusion, Innovation and Change, 3 cr, Description: The purpose of this course is to introduce you to practices and principles of technology diffusion, innovation and strategic change in education. Attributes of innovation, the innovation-development and innovation-decision processes, leaders as change agents and strategies on managing change are explored**. No Prerequisites, Graduate Level.**

Semesters offered: Every Spring Semester

Course Objectives/Learning Outcomes

Course objectives/Learning Outcomes should align to program goals. Illustrate the alignment by including a program curriculum map with course requests (see Appendix F for sample curriculum map) and by providing a table similar to the one shown here:

Objective	Course Assessment
Following successful completion of this course, the student will be able to…. • To analyze and critique diffusion, change models and theories, and approaches to innovation in Learning Technologies • To become knowledgeable of different change management strategies in Learning Technologies	Project 1: Strategic Plan Evaluation, Critique, and Extension
• To identify and define Change Agent • To critically review studies and examples studies and examples that illustrate change theories, change management strategies and innovation in Learning Technologies • To contribute for the creation of an eBook (e.g., book writing, production and distribution).	Project 2: eBook Chapter and Book Production
• To participate in a diffusion of innovation situation.	Group Discussion Leader (involves moderate a class or guest session discussion).

Required Text(s) and Course Materials

- Rogers, E.M. (2003). *Diffusion of Innovations* (5th edition). New York: Free Press.
- Brown, T. (2009). *Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation.* New York: Harper.
- Fullan, M. (2007). *The New Meaning of Educational Change* (4th edition). New York: Teachers College Press.

List of additional references:

- Bonk, C. J., Lee, M. M., Kim, N., & Lin, M.-F. (2010). Wikibook transformations and disruptions: Looking back twenty years to today. In H. H. Yang, & S. C-Y. Yuen (Eds.), *Collective intelligence and e-learning 2.0: Implications of Web-Based Communities and Networking* (pp. 127-146). Hershey, PA: Information Science Reference.
- Davis, N.E., Eickelmann, B. & Zaka, P. (2013). Restructuring of educational systems in the digital age from a co-evolutionary perspective. *Journal of Computer-Assisted Learning, 29*(5): 438-450.
- Ford, M. (2015). *Rise of the Robots: Technology and the Threat of a Jobless Future*. New York: Basic Books.
- Ndubisi, N. (2006). Factors of Online Learning Adoption: A Comparative Juxtaposition of the Theory of Planned Behaviour and the Technology Acceptance Model. *International Journal on E-Learning*, 5(4), 571-591. Chesapeake, VA: AACE.
- Sherry, L. & Gibson, D. (2005). Responsive dissemination: A data driven approach to change. *Journal of Technology and Teacher Education, 13*(1), 85-104.
- Straub, E. (2009). Understanding Technology Adoption: Theory and Future Directions for Informal Learning. *Review of Educational Research*, 79 (2), 625-649.

Grading Plan/Grading Rubric

Grading Scale – Example grading scale as listed on Carmen

A	93-100%	B+	87-89	C+	77-79	D+	67-69
A-	90-92	B	83-86	C	73-76	D	60-66
		B-	80-82	C-	70-72	E	59% or less

S/U graded courses: Recommend 83% (B) for graduate level; 73% (C) for undergraduate level.

Topical Outline

Week	Topic	Assignments
Week 1	Course Introduction: Philosophy and approach; Readings; Schedule; Course communications; Activities and assignments. Introduction to *Diffusion of Innovations*	Participants' introductions. Participate on class discussions.

Week 2	Introduction to Project 1 Elements of Diffusion	Participate on class discussions.
Week 3	Diffusion and Change models and theories: Main contributions and criticisms.	Participate on class discussions. Sign-up for Group Discussion Leader.
Week 4	Introduction to Project 2 Diffusion and Change models and theories: > Educational change > Technology Adoption	Participate on class discussions. Submit comments and questions to guest speaker. Propose themes for eBook chapters.
Week 5	GUEST SPEAKER via teleconferencing. Michael Fullan, Professor Emeritus of the Ontario Institute for Studies in Education of the University of Toronto. "Educational change in today's world" (dates to be confirmed)	Participate on class discussions with guest speaker.
Week 6	Innovation: > the generation of innovations > the innovation-decision process Project 2: Q&A	Participate on class discussions. Select an eBook chapter from a list of selected themes.
Week 7	Innovation: > attributes of innovation	Participate on class discussions. Project 1 is due.
Week 8	Project 1 class presentations by individual students. Mid-term course evaluation (instructor collects formal feedback from the students).	Project 1: Class presentations.
Week 9	Cases of Education Innovation (example: Build a School in the Cloud by Sugata Mitra)	Participate on class discussions. Submit comments and questions to guest speaker. Outline of eBook chapter is due.
Week 10	GUEST SPEAKER via teleconferencing. Niki Davis, Distinguished Professor, University of Canterbury, New Zealand. "Where are you in the global arena of change with digital technologies in education?" (dates to be confirmed)	Participate on class discussions with guest speaker.
Week 11	The change agent.	Participate on class discussions. Submit comments and questions to guest speaker.
Week 12	GUEST SPEAKER OSU change agent (TBA)	Participate on class discussions with guest speaker. First draft of eBook chapter is due.

Week 13	eBook Chapter Consultation. Students consult individually with the instructor on eBook chapter. Sign-up and attendance required.	Participate on eBook chapter consultation with the instructor.
Week 14	Presentation of eBook chapters by individual students.	Presentation of eBook chapter.
Week 15	Course wrap-up.	Submission of eBook chapter – final version.

Assignment Details

PROJECT 1: STRATEGIC PLAN EVALUATION, CRITIQUE, AND EXTENSION

Project description
Find a strategic plan for a company, university, non-profit organization, school, state, province, country relate to innovation and change and critique it. You may find the strategic plan online or request a hardcopy version. I want you to not simply read and critique the report, but also to interview someone who created it or is/was affected by that plan.

You might discuss and critique the products (outcomes) and processes (procedures) highlighted, proposed plans, intended goals, targeted objectives, or evaluation/ research methods (measures) detailed.

You might visit the institution or organization or write someone an email, asking questions such as: What might this organization do differently in planning? What might this organization do differently in implementing change? What are its competitors doing, for instance? Has there been an action plan to bring goals and objectives to life?

You are also encouraged to directly contact the organization that developed the report or plan and receive additional product information (e.g., social media accounts, brochures, white papers, technical reports, product comparison sheets, videotapes, company annual report, customer testimonies, data sheets, Web site information, etc.).

Deliverables & Deadlines

Report due on **____ at midnight:** Your evaluation, critique, and extension paper should be 6-8 double-spaced pages (excluding references and appendices) – 35 points

Class presentation on _____ at 4:10 pm: you will present an overview of the report to the class. Testimonials, graphs and trends of indicated growth, comparisons, and other data or handouts are welcome. – 5 points

Report Evaluation criteria (35 Points)

Review of Plan or Document (clarity, related to class, organized, facts, data, relevant, style) – 5 points
Relevant Resources and Digging (citations/refs, linkages to class concepts, extensive) – 5 points
Soundness of Critique (depth, clear, complete, practical, detailed, important, coherence) – 6 points
Creativity and Richness of Ideas (richness of information, elaboration, originality, unique) – 7 points
Knowledge of Topic (learning breadth & depth, growth, displays understanding of topic) – 6 points
Recommendations, Insights, and Implications (contains relevant recommendations, guides) – 6 points

PROJECT 2: EBOOK CHAPTER AND BOOK PRODUCTION

Project Description

For this project you are asked to complete a chapter for an eBook about a course-related topic of your choice. The book will be published as an eBook and free open content.

Purpose of the eBook: Reference book for professionals in the field (practical purpose driven by theoretical theories and models)

Publication format: e-Book

Your chapter should have between 2,000 to 4,000 words. You are expected to review 10-20 articles or book chapters (at least half of these must be peer-reviewed articles and at least 30% of these articles should have been published on the last past 3-5 years).

References follow APA style.

In addition to write one chapter of this textbook, you are also expected to contribute for the creation of the overall textbook (title, cover, table of contents, etc.). You will be involved in all decisions related to book writing, production and distribution.

Deliverables & Deadlines

Selection of eBook chapter is due on ____ by 7 pm (5 points)
Outline of eBook chapter is due on ____ by midnight (10 points)
First draft of eBook chapter is due on _____ by midnight (30 points)
Presentation of eBook chapter is due on ____ by 4 pm (15 points)
Final version of eBook chapter is due on _____ by midnight (40 points)
Total: 100 points

Evaluation Criteria for e-Book Chapter (40 points out of 100)

- Chapter relevance: Contribution is meaningful to the scholar community; people learn from it (16 pts)
- Chapter coherence: Flow, well -organized, good layout, enjoyable to read (16 pts)
- Chapter completeness: Sufficient coverage of information, extends topic and class (16 pts)
- Overall chapter creativity: Original and distinctive ideas, insightful points, something unique in it such as a figure, model, graph, timeline, comparison chart, acronym, quote or set of quotes, etc. (16 pts)
- Overall chapter mechanics: At least 10 articles were selected and each specifically related to the initial inquiry question; the references were cited using APA style; and the references list follow APA style. (16 pts)
- Overall quality of assignment: Chapter is insightful, shows depth of thought, and exhibits flow and articulation of ideas. (20 pts)

Policies for Student Conduct and Participation

Please complete assigned readings, contribute to online discussions, participate on the course activities and submit assignments/projects on time. Failure to do this will affect your grades.

Please be consistent on your participation and inform the instructor at correia.12@osu.edu of any circumstances that will prevent you to contribute to the class discussions, activities and assignments.

Student Rights and Responsibilities

Academic Integrity (Academic Misconduct) -- Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (*Ten Suggestions*)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.html)

Office of Disability Services Statement – Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

Grievances and Solving Problems –According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by ***speaking first with the instructor or professor***: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union." "Grievances against graduate, research, and teaching assistants should be submitted first ***to the supervising instructor***, then to the chairperson of the assistant's department. "

Statement on Diversity –The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual

respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The College of Education and Human Ecology prohibits discrimination against any member of the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

Technology Recommended – To interact with guest speakers and with classmates and instructor outside the class time.

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone
- USB headsets