



# EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL  
*and* CONTINUING STUDIES

## ILAC 5143-221: Theory and Research in Education

### Course Description:

This course serves an introduction to the processes and products of educational research such as stages in designing a study, research methods, and identification of the components of a research-based article. This course also serves to develop critical consumers of educational research.

### Class Dates, Format, Location and Hours:

Dates:	November 16-21, 2021
Format:	On-site
Location for on-site courses:	Panzer Strasse, Army Education Center, Bldg. 2915, 4 <sup>th</sup> Floor, Room 402B, Panzer Kaserne, 71032, Boblingen, Germany
Hours:	Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Last day to enroll or drop without penalty: October 18, 2021

### Site Director:

Name:	Ms. Lowell Tilden
Location:	Panzer Strasse, Army Education Center, Bldg. 2915, 4 <sup>th</sup> Floor, Room 402A, Panzer Kaserne, 71032, Boblingen, Germany
Office hours:	Monday- Friday- 0930-1700
Email:	<a href="mailto:apstuttgart@ou.edu">apstuttgart@ou.edu</a>
Phone:	DSN: 596-3304 or CIV: 49-(0)9641-70-596-3304

### Professor Contact Information:

Course Professor:	Kelly Feille
Mailing Address:	820 Van Vleet Oval University of Oklahoma Norman, OK, 73019
Telephone Number:	(405) 325-1498
Email Address:	<a href="mailto:feille@ou.edu">feille@ou.edu</a>
Professor availability:	The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

### Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. Text prices are available online.

1. Mills & Gay (2019) *Educational Research: Competencies for Analysis and Applications*. New York: Pearson
2. Leavy, P. (2019) *Spark*. New York: Guilford Press
3. Additional readings and course materials posted on Canvas.

**Course Objectives:**

This course is designed to help graduate students become critical consumers (interpreters) and producers of educational research. As a result of this class, you should better understand:

1. Explore essence and nature of “research” (in general);
2. Develop an understanding of contemporary educational research aims and approaches;
3. Identify and describe major components of a research report (article, thesis, dissertation, or presentation); and
5. Experience ways to conduct, present, and publish educational research

**Course Outline:**

**Prior to In-Person Class Meetings:**

<b>Date</b>	<b>Activities and Readings</b>	<b>Assignments</b>
<b>Week 1</b> Oct 18-24	<b><i>Introductions</i></b>  <b>Read</b> Leavy (2019) Ch 1-15	1) Complete the Canvas Discussion post: “Introductions” 2) Complete the Canvas Assignment: “What is Research?” 3) Review the syllabus
<b>Week 2</b> Oct 25-31	<b><i>What is Research?</i></b>  <b>Read</b> Gay & Mills (2019) Ch 1	Complete Canvas Assignment: “Chapter 1 Tasks”
<b>Week 3</b> Nov 1-7	<b><i>Researchers, Research Ethics &amp; Decisions</i></b>  <b>Read</b> Gay & Mills (2019) Ch 2 <b>Complete</b> CITI Training Models (Link and instructions on Canvas)	Complete Canvas Assignment: “CITI Training Evidence”
<b>Week 4</b> Nov 8-14	<b><i>Becoming a Researcher</i></b>  <b>Read</b> Gay & Mills (2019) Ch 3	Complete Canvas Assignment: “Chapter 3 Task”

**During In-Person Class Meetings: November 16-21**

<b>Date</b>	<b>Activities and Readings</b>	<b>Assignments</b>
Class 1 Tuesday Nov 16	<b>Knowing the Literature and Making a Plan</b>  <u>Read before class:</u> Gay & Mills (2019) Ch 4-5	Prepare Canvas page for assigned Chapter to present during Class 2.
Class 2 Wednesday Nov 17	<b>Research Design</b>  Read before class: Gay & Mills (2019) Assigned Chapter	N/A
Class 3 Thursday Nov 18	<b>Qualitative Data Sources</b>  <u>Read before class:</u> Gay & Mills Ch 20	Complete Canvas Assignment “Researcher Reflections: Qualitative Data”
Class 4 Friday Nov 19	<b>Quantitative Data Sources</b>  <u>Read before class:</u>	Complete Canvas Assignment “Researcher

	Gay & Mills Ch 18	Reflections: Quantitative Data”
Class 5 Saturday Nov 20	<b>Data Analysis &amp; Making the Argument</b>  <u>Read before class:</u> Gay & Mills (2019) Ch19 & Ch 21	
Class 6 Sunday Nov 21	<b>Reporting and Critiquing Research</b>  <u>Read before class:</u> Gay & Mills (2019) Ch 22-23	Complete Canvas Assignment: “Identify journal, volume, & issue for Journal Review”

**Following In-Person Class Meetings: Nov 22-Dec 12**

<b>Date</b>	<b>Assignment</b>
Week 6 Nov 22-28	Complete Canvas Assignment: Journal Annotations
Week 7 Nov 29-Dec 5	Continue work on Journal Review Assignment
Week 8 Dec 6-12	Submit Journal Review Assignment

**Assignments, Grading and Due Dates:**

**Attendance, Participation, and Disposition (10%)**

Regular attendance and engagement with the course content and experiences is a necessary component of the class. Your input and contributions are essential to the success of the class as a whole and your learning as an individual. Your active participation is identified as attending and preparing for class, initiating, sharing, and responding to experiences, ideas, and observations about the content.

**Researcher Identity Assignments (45%)**

Various assignments will ask you to consider your role as a producer and consumer of educational research. Thoughtful reflection on the readings and class experiences will contribute to your identity as a researcher.

**Journal Review (45%)**

This class project will help you become more familiar with the outlets of research in your respective fields. The assignment asks you to i) identify a research-oriented journal in your field of interest and ii) examine carefully a particular issue of that journal. You will read one full issue (~6 or more articles) and complete the following:

- 1) **Annotated Bibliography**  
Identify each article within the issue using APA 7<sup>th</sup> edition format and write a short description/summary of each article (~250 words each)
- 2) **Individual Synthesis**  
Write a synthesis about the issue of the journal addressing: a) what problems are being asked in the field? b) what kinds of questions are scholars asking? b) what methods are scholars employing in their research?
- 3) **Article Review**  
Using the provided tools, select one article from the issue and critically evaluate it for strengths and weaknesses as a scholarly contribution to the field.
- 4) **Reflection**  
Write a reflection about the ways in which a) these readings informed the way(s) you think about and see research and b) how your work/future goals in education fit within the field.

<b>Assignment</b>	<b>Due Date</b>	<b>Weight</b>
Attendance/Participation/Disposition	Ongoing	10%

Researcher Identity Assignments	11:59 pm October 25 11:59 pm October 31 11:59 pm November 7 11:59 pm November 14 11:59 pm November 18 11:59 pm November 19 11:59 pm November 21	45%
Journal Review	11:59 pm December 12	45%

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

OU faculty will submit grades online through ONE not later than 30 days after the course end date. Course end dates are approximately one calendar month after the final seminar date on this syllabus and are provided on the official scheduling website for reference.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact the professor as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to

accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

### **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

### **Course Policies**

Extended Campus (also and formerly known as Advanced Programs) policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are e/mailed to the professor for the course. Neither duplicating services nor office supplies are provided.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about OU Extended Campus, visit our website at: <http://www.goou.ou.edu/>

# INSTRUCTOR VITA

## Name

### Education

- B.A. Texas State University (San Marcos). 2003. Philosophy, Mathematics Minor.
- Ph.D. Texas Christian University. May, 2014. Science Education.

### Current Positions

- Assistant Professor. Science Education. Instructional Leadership and Academic Curriculum, Jeannine Rainbolt College of Education. University of Oklahoma. Norman, OK

### Frequently Taught Extended Campus (Advanced Programs) Courses

- EDSC 5523

### Major Areas of Teaching and Research Interest

- Elementary Science Teacher Development
- Schoolyard Pedagogy
- Qualitative Research, Narrative Inquiry

### Representative Publications and Presentations

Feille, K., (2021). Beyond the classroom: Advancing preservice teacher's pedagogy to include out-of-classroom learning experiences. *School Science and Mathematics*. 2021;00:1–12.

<https://doi.org/10.1111/ssm.12463>

Feille, K., Stewart, M., Nettles, J., Weinburgh, M. (2021). Like the kids do: Engineering design in middle-school science teacher professional development. *Electronic Journal for Research in Science and Mathematics Education* 25(1).

Feille, K., & Hathcock, S. (2021). Schoolyard Pedagogy: Engaging Preservice Teachers in Outdoor Learning Experiences. *Innovations in Science Teacher Education*. 6(1).

Feille, K., Wildes, A.\*, Pyle, J.^, Marshall, J.^ (2021). Inspiring Young Minds with an Elementary Engineering Fair. *Science and Children* 58(3).

Feille, K., & Shaffery, H. (2020). Apprehension to application: How a family science night can support pre-service elementary teacher preparation.

### Representative Honors and Awards Received

- 2020 Instructional Leadership and Academic Curriculum Teaching and Advising Award
- 2020 Jane and John Kenney Endowed Education Faculty Fellow

### Major Professional Affiliations

- School Science and Mathematics Association, 2017 – Present
- National Science Teachers Association, 2014 – Present
- National Association for Research in Science Teaching, 2011 – Present
- Association for Science Teacher Education, 2010 – Present
- American Educational Research Association, 2012 – Present