

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



**EDER 708.01 L01 Collaboratory of Practice II: Post-Secondary Leadership
Winter 2017**

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Virtual Office Hours: By appointment

Term Dates: Monday, January 9, 2017 to Wednesday, April 12, 2017

Dates of note: Mid-term break - Sunday-Sunday, February 19-26

Adobe Connect Meetings:

Three one-hour synchronous sessions have been scheduled as noted below. Each session will be recorded.

1. Thursday, January 12 – 6:00 p.m. – 7:30 p.m.
2. Thursday, February 16 – 6:00 p.m. – 7:30 p.m.
3. Thursday, March 16 – 6:00 p.m. – 7:30 p.m.

COURSE DESCRIPTION:

Collaboratories of Practice represent a fusion of two important developments in contemporary research: communities of practice and collaboratories. A collaboratory is a new-networked organizational form involving structured experiences of authentic, real-world practice that serve as sources of active inquiry and professional learning. Using a studio or “collaborative laboratory” learning design, this course facilitates the application of knowledge in real world settings and to investigate and learn from inquiry in the field.

The goal of this second collaboratory is to promote critical inquiry that addresses high-leverage problems of practice related to teaching, learning, and leading in order that service and collaboration among colleagues and the professional communities can be enhanced. It will provide students the opportunity to critically apply theoretical and technical knowledge, to develop and refine professional skills, and to integrate theoretical, research, and practical knowledge through a focus on data collection and analysis.

LEARNER OUTCOMES:

By the conclusion of this course each learner will:

1. evaluate and select a research methodology to address the research questions.
2. determine a setting, sample and data sources applicable to the research problem and purpose.
3. develop methods of data collection and data analysis to address the research problem and purpose within the ethical requirements of the Research Ethics Board.
4. write a draft *Research Methods and Methodology* section for an EdD Research Proposal.

Throughout this course each learner will:

1. contribute to an online scholarly community;
2. provide constructive feedback on colleagues’ work in collaboratory (studio) groups and incorporate feedback into one’s own work; and
3. develop and enhance scholarly writing skills through ongoing cycles of feedback from peers, the instructor and the supervisor.

COURSE DESIGN:

This online course will use D2L as a content management system, with Adobe Connect as a synchronous communication tool. Students are expected to participate in synchronous research check-points organized as whole-class Adobe Connect sessions and asynchronous studios for the collaboratory groups using the D2L learning environment. The course, learning environment and learning tasks have been designed to support collaborative inquiry work with others to scaffold understanding and development of the *research methods and methodology* components of a Doctor of Education Research Proposal.

The role of the instructor is to facilitate the completion of a *research methods and methodology paper* component of an EdD Research Proposal. The instructor will provide students with ongoing, timely and constructive feedback.

Faculty of Graduate Studies Handbook on Supervision and Evaluation:**The Role of the Supervisor**

The Supervisor acts both as a general academic mentor, with emphasis on guidance, instruction, and encouragement of scholarship and research, and as a judge of the student's performance. Because of their own involvement in research and related professional activities, Supervisors should provide professional guidance and research stimulation to their students. A fundamental duty of the Supervisor is to impart to the student the skills necessary to plan and conduct original research. Specifically, the Supervisor should:

- Work with the student to establish a realistic timetable for the completion of the various requirements of the program of study
- Develop a relationship with the student conducive to research and intellectual growth;
- Guide the student in the pursuit of knowledge and provide constructive criticism in support of the highest standards of research and professional development.

The doctoral student and supervisor have a shared responsibility to meet on a regular basis. Doctoral students are expected to keep their supervisors informed of their work and to seek feedback from their supervisors on an ongoing basis. Supervisors are expected to provide frequent and prompt comments on drafts of the proposal/thesis and should attempt to be critically constructive and encouraging but the thesis must be the creation of the student.

REQUIRED READINGS:

Three textbooks are required for this course (same as Collaboratory I). You may order them from the U of C Bookstore: <http://calgarybookstore.ca/> or from online booksellers.

Bloomberg, L. D., & Volpe, M. (2012). *Completing your qualitative dissertation: A roadmap from beginning to end*. Thousand Oaks, CA: Sage.

Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston, MA: Pearson Education. ISBN-10: 0133549585 | ISBN-13: 978-0133549584

Miles, M., Huberman, A., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook*. Thousand Oaks, CA: Sage.

RECOMMENDED READINGS:

One additional book is recommended for this course and is available from online booksellers.

Willis, J., Inman, D., & Valeni, R. (2010). *Completing a professional practice dissertation: A guide for doctoral students and faculty*. Charlotte, NC: Information Age.

ADDITIONAL READINGS:

Additional journal articles may be incorporated into course conversations. These will be made available to you electronically prior to the class session in which they will be utilized.

APA 6TH EDITION

Formal academic writing tasks in this program require adherence to the *Publication Manual of the American Psychological Association* (6th ed.). Copies are available from the University of Calgary Bookstore <http://calgarybookstore.ca/>. Online resources include <http://www.apastyle.org/> and <http://owl.english.purdue.edu/owl/resource/560/01/>

FACULTY OF GRADUATE STUDIES THESIS GUIDELINES

Student thesis and proposal writing should adhere to the Faculty of Graduate Studies Guidelines. These guidelines and useful exemplars are available at <http://grad.ucalgary.ca/current/thesis/guidelines>

LEARNING TASK OVERVIEW:

Assessment in this course is based on “Pass/Fail” in accordance with the expectations delineated in the rubrics provided below. Please note that a “Pass” in this course does not automatically indicate a readiness for the Candidacy Examination, as that determination is solely within the purview of the supervisor and supervisory committee. However, a pass in this course does indicate that the student has made satisfactory progress in relation to the scholarly writing of a draft *research methodology and methods* component of a research proposal.

LEARNING TASK	DESCRIPTION OF LEARNING TASK	RUBRIC	DUE DATE
Learning Task #1	Contributions to the scholarly community	1	Ongoing
Learning Task #2	<i>Research Methodology and Methods</i> paper a. Draft research design plan b. Working draft of research design c. Final course draft of <i>Research Methodology and Methods</i> paper	2	Week 5 Week 11 Week 13

WEEKLY COURSE SCHEDULE: The planned schedule below may change to meet the emerging needs and dynamics of the participants in the course.

Date	Topics	Readings and Tasks
Week 1 Jan. 9-15	Course Overview Adobe Connect Meeting #1- Thursday, January 12 – 6:00 p.m. – 7:30 p.m.	Introductions - Course overview, learning tasks and expectations EdD Research Proposals/ Candidacy Examination <ul style="list-style-type: none"> • http://werk.lund.ucalgary.ca/gpe/programs/doctor-education-edd-2012-start-0 Written Requirements Prior to Oral Candidacy (Rubric) Oral Candidacy Exam (Rubric) The Collaboratory approach – D2L studio setup Evaluating and selecting a research methodology to address your research questions. Applicable portions of Creswell, Part II and Part III Miles, Huberman and Saldana, Chapter 2 Bloomberg and Volpe, Chapter 7
Week 2 Jan. 16-22	Research Design <i>Individual and/or Collaborative Work</i>	Reviewing draft research problem, purpose and research questions Evaluating research methodologies Assigned Readings Applicable portions of Creswell, Part II and Part III Miles, Huberman and Saldana, Chapter 2 Bloomberg and Volpe, Chapter 7
Week 3 Jan. 23-29	Research Design <i>D2L Studio Groups</i>	Sharing, critiquing and refining research methodology selections in relation to the research problem, purpose and questions Planning your <i>Methodology and Methods</i> paper
Week 4 Jan 30 – Feb. 5	Research Design <i>Individual and/or Collaborative Work</i>	Sharing, critiquing and refining research methodology selections in relation to the research problem, purpose and questions Planning your <i>Methodology and Methods</i> chapter Applicable portions of Creswell, Part II and Part III Miles, Huberman and Saldana, Chapter 2 Bloomberg and Volpe, Chapter 7
Week 5 Feb. 6-12	Data Collection Planning <i>D2L Studio Groups</i>	Sharing/critiquing draft <i>Methodology and Methods</i> paper plans Developing and drafting your data collection plan: method, setting, sample, instruments, data sources and ethical considerations Creswell, Chapter 5 and 7
Sunday, Feb. 12	Learning Task 2a due	Draft <i>Research Methodology and Methods</i> paper plan
Week 6 Feb. 13-18	Research checkpoint Adobe Connect Meeting - Thursday, February 16 – 6:00 p.m. – 7:30 p.m.	No discussion board requirements this week. Instead, provide an update on your project in the Adobe Connect Meeting.
Mid-term break - Sunday-Sunday, February 19-26 – No classes this week		

Week 7 Feb 27 – March 5	Data Collection Planning <i>D2L Studio Groups</i>	Sharing, critiquing and refining your data collection plan: method, setting, sample, instruments, data sources and ethical considerations Creswell, Chapter 5 and 7
Week 8 Mar. 6-12	Data Analysis/Reflective Paper <i>Individual and/or Collaborative Work</i>	Sharing, critiquing and refining your data collection plan: method, setting, sample, instruments, data sources and ethical considerations Developing your data analysis plan Developing your Reflective Paper for you Candidacy Portfolio Creswell, Chapter 6 and 8 Miles, Huberman and Saldana, Chapter 3 and 4
Week 9 Mar. 13-19	Research Checkpoint. Adobe Connect Session 3 Thursday, March 16 – 6:00 p.m. – 7:30 p.m.	No discussion board requirements this week. Instead, provide an update on your project in the Adobe Connect Meeting.
Week 10 Mar. 20-26	Data Analysis/Reflective Paper <i>D2L Studio Groups</i>	Sharing, critiquing and refining your data analysis plan Creswell, Chapter 6 and 8 Miles, Huberman and Saldana, Chapter 3 and 4 Drafting your Reflective Paper
Week 11 Mar. 27- Apr. 2	Data Analysis/Reflective Paper <i>D2L Studio Groups</i>	Sharing, critiquing and refining draft data analysis plan and draft Reflective Paper Developing the working draft of your <i>Research Methodology and Methods</i> paper Bloomberg and Volpe, Chapter 7
Sunday, April 2	Learning Task 2b Due	Working draft <i>Research Methodology and Methods</i> paper
Week 12 Apr. 3-9	Methodology and Methods	Sharing, critiquing and refining the working draft of your <i>Research Methodology and Methods</i> paper Bloomberg and Volpe, Chapter 7 Completing the final course draft of the <i>Reflective Paper</i>
Week 13 Apr. 10-12	Methodology and Methods <i>Individual Work</i>	Completing the final course draft of your <i>Research Methodology and Methods</i> paper
Wednesday, April 12 (Last day of class)	Learning Task 2c Due	Final course draft <i>Research Methodology and Methods</i> paper

LEARNING TASKS AND ASSESSMENT

There are two (2) required Learning Tasks for this course. Each task is described below along with a rubric for assessing it.

LEARNING TASK 1: Engagement in the Scholarly Community of Practice

Due: Ongoing

As you write and revise drafts of the research methodology paper for your own research, you are expected to complete the readings for each of the studio and Adobe Connect sessions and participate in small and large group conversations in ways that are consistent with collective knowledge building principles – with an emphasis on the constructive use of authoritative resources, democratizing knowledge, idea diversity and knowledge building discourse. Engaging in ongoing community discourse in ways that are in alignment with knowledge building principles helps to deepen conversation, moving it from general sharing into a knowledge building activity that enables all members of the community to advance in understanding and deepen their scholarship.

CRITERIA FOR ASSESSMENT FOR LEARNING TASK 1: Contributions to the Scholarly Community

Criteria	“Surface” Discourse: Does not meet requirements (Fail)	Meets Requirements for Scholarly Discourse (Pass)	Deeper Scholarly Discourse: Meets All and Exceeds Some Requirements (Pass)
Constructive Uses of Authoritative Sources	Readings are summarized with little or no critical analysis or thoughtful interpretation.	Information sources are critically evaluated and writing demonstrates recognition that even the best ideas are improvable.	You draw upon content from the readings and experiences, along with additional information sources, as data for one’s own knowledge building and ideas-improving processes.
Democratizing Knowledge	You add your contribution with little recognition of others in the group.	You recognize and praise everyone’s work and help others find needed information.	You treat all participants as legitimate contributors to the shared goals of the community; all have a sense of ownership of knowledge advances achieved by the group.
Epistemic Agency	You demonstrate a personal sense of direction, power, motivation, and responsibility.	You mobilize personal strengths to set forth your ideas and to negotiate a fit between personal ideas and ideas of others.	You mobilize personal strengths to set forth your ideas and to negotiate a fit between personal ideas and ideas of others, using contrasts to spark and sustain knowledge advancement rather than depending on others to chart that course for you.

Idea Diversity	You participate in brainstorming different ideas.	You play an active role in putting forward different ideas to create a dynamic environment.	You play an active role in putting forward different ideas to create a dynamic environment in which contrasts, competition, and complementarity of ideas is evident, creating a rich environment for ideas to evolve into new and more refined forms.
Improvable Ideas	You accept or reject ideas as truth on the basis of logical argument and evidence.	You treat all ideas as factual, informed by argument and evidence, and improvable.	You treat all ideas as improvable by aiming to mirror the work of great thinkers in gathering and weighing evidence, and ensuring that explanations cohere with all available evidence.
Knowledge Building Discourse	Your contribution to discourses allows participants to express and gain feedback on their ideas, defend different points of view, arrive at conclusions.	Your contribution to discourses serves to identify shared problems and gaps in understanding.	Your contribution to discourses serves to identify shared problems and gaps in understanding and to advance understanding beyond the level of the most knowledgeable individual.

LEARNING TASK 2: Draft Research Methodology and Methods Paper

Due dates:

Submission 2a – Draft Paper Plan – Sunday, Feb. 12

Submission 2b – Working draft Research Methodology and Methods paper – Sunday, April 2

Submission 2c – Final course draft Research Methodology and Methods paper - Wednesday, April 12

All work is to be submitted in Word format via the D2L Dropbox for each assignment.

There are various ways of writing and preparing a *Methodology and Methods* section of a doctoral research proposal. For the purposes of this course, students are expected to include the following sections:

- an **introduction** that restates the purpose of your research and describes the paper's organization.
- a description of the research tradition or paradigm (e.g. qualitative research) and the **research methodology** (e.g. case study, action research, design based research, and so on) along with your rationale for selecting these to address the research questions (citing relevant methodological literature).
- a description and justification for your selection of the **research setting or context**. The section will also provide relevant history, background and issues germane to the research problem.
- a description of the **research population** you will be recruiting from and how participants will be selected. An explanation of how people, artifacts, documents and/or other sources will provide important data to answer your research questions.
- a detailed description and justification for all **data collection methods**, tools, instruments and procedures. This will include how, when, where and by whom the data will be collected. Each data collection method should be aligned with the research questions.
- a detailed description and justification for the methods and tools used to **analyze the data**.
- an outline of **ethical considerations**, procedures used to protect participant rights and the steps that will be taken to ensure compliance with Research Ethics Board requirements.
- a discussion of measures that will be taken to establish **trustworthiness** and to enhance the study's credibility and dependability citing appropriate literature.
- a description of the study's **limitations** – the external conditions that restrict or constrain the study's scope or may affect its outcome – and its **delimitations** – the conditions or parameters that you will intentionally impose to limit the study's scope (e.g., using participants within a specific demographic range or conducting the research in a single setting).
- a concise culminating **summary** that recaps and highlights the paper's important points.

ASSESSMENT CRITERIA FOR LEARNING TASK 2: Draft Methodology and Methods Paper

Criteria	Notes	Expectations (adapted from Bloomberg & Volpe, 2012, p. 9 and pp. 115 - 117)
Introduction		Your introduction restates the research purpose and describes the organization of the paper.
Rationale for Research Methodology		Describe the research tradition or paradigm (e.g. qualitative research, mixed methods research) and the research methodology (e.g. case study, action research, design based research) along with your rationale for selecting these to address the research questions (citing relevant methodological literature).
Research Setting or Context		Describe and justify the selection of the research setting or context. Provide relevant history, background and issues germane to the research problem.
Research Sample and Data Sources		Describe the research sample you will be recruiting from and how participants will be selected. Explain the importance of people, artifacts, documents and other sources will provide important data to answer your research questions.
Data Collection Methods		Justify and describe in detail all data collection methods, tools, instruments and procedures, including how, when, where and by whom the data will be collected. Describe how data collection methods are aligned with your research questions.
Data Analysis Methods		Describe and justify the methods and tools used to analyze the data.
Ethical Considerations		Outline ethical considerations, procedures used to protect participant rights and the steps that will be taken to ensure compliance with Research Ethics Board requirements.

Trustworthiness		Discuss measures that will be taken to establish trustworthiness and to enhance the study's credibility and dependability citing appropriate literature.
Limitations and Delimitations		Describe the limitations – the external conditions that restrict or constrain the study's scope or may affect its outcome. Discuss the delimitations – the conditions or parameters that you will intentionally impose to limit the study's scope (e.g., using participants within a specific demographic range or conducting the research in a single setting).
Summary		A concise culminating summary recaps and highlights the paper's important points
Ideas and Content		Full and rich development (focus, relevance, explanations, support); shows sophistication in fluency of expression. The path of the argument flows logically.
Presentation		Clarity, simplicity, parsimony and appropriate English characterize the paper. Segues, transitions and systematic use of headings and sub-headings are effectively utilized.
Formatting		<p>All sources are correctly documented using APA 6th Ed. format.</p> <p>Meets the following requirements:</p> <ul style="list-style-type: none"> • 15 – 25 pages (excluding the title page and reference pages), • Times Roman, 12-point font. • Double-spaced. • One-inch margins on both sides of each page and a one-inch margin at both the top and the bottom of each page.

Graduate Programs in Education: Key Information

Werklund School of Education Appeals Policy and Process

- <http://werklund.ucalgary.ca/gpe/werklund-school-education-appeals-policy-amp-process>

Universal Student Ratings of Instruction (USRIs)

Students are strongly encouraged to complete course evaluations for each course taken in their program. Student feedback on their experience in a course is taken very seriously by the Werklund School of Education in timetabling and staffing courses. Student feedback via the Course Evaluation is used to monitor the quality of teaching, the quality of students' learning experiences and the quality of course design in Graduate Programs in Education.

Students are advised to become familiar with the Faculty of Graduate Studies policies and the University of Calgary support services in these areas: intellectual property, academic integrity, plagiarism, research ethics, effective writing, and English language proficiency. Information about these topics is available through the following web addresses:

- **Plagiarism + academic misconduct:** <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html>
- **Intellectual Honesty:** <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-m.html>
- **Integrity:** <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-r.html>
- **Research Ethics:** <http://www.ucalgary.ca/research/researchers/ethics-compliance>
- **My Grad Skills:** <http://grad.ucalgary.ca/mygradskills>
- **Intellectual Property:** <http://grad.ucalgary.ca/current/managing-my-program/academic-integrity/intellectual-property>
- **Student Success:** <http://www.ucalgary.ca/ssc/>

Graduate Studies Calendar, Excerpts on Plagiarism:

O.1.a) Definitions

1. Plagiarism - Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged.

(b) Parts of the work are taken from another source without reference to the original author.

(c) The whole work (e.g., an essay) is copied from another source, and/or,

(d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

O.1.b) Penalties, can include and are not limited to:

1. Failing Grade - A student may be given a failing grade in either an exercise or course in which that student is found guilty of plagiarism, cheating or other academic misconduct. A student may not avoid a failing grade by withdrawing from the course.

2. Disciplinary probation.

3. Suspension.

4. Expulsion.

Copyright: All material used in the course is for the sole use of the individual and should not be recopied in either print or digital format. For copyright guidelines, including those relating to photocopying and electronic copies, please refer to the Association of Universities and Colleges of Canada (AUCC) fair dealing guidelines: <http://library.ucalgary.ca/copyright>

Academic Accommodations – It is the students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at www.ucalgary.ca/access .

Accommodations on Protected Grounds other than Disability

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

Campus Security provides a range of services intended to promote and facilitate a safe and secure learning and living environment, e.g. the SafeWalk program for students attending classes on campus. For more information please visit <http://www.ucalgary.ca/security/> or telephone 403-220-5333.

The **Freedom of Information Protection of Privacy Act (FOIPP)** prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit assignments, or submit/return assignments as electronic files attached to private e-mail message.

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