EDU 6050: EDUCATION AS AN ADVANCED FIELD OF STUDY (5 Q.H.; ONLINE)

Instructor: Dr. Joan Burkhardt

Email: j.burkhardt@northeastern.edu

Note: Unless otherwise noted, you can expect a response from the instructor within 24 hours during the week. Email is checked periodically on Saturday and never on Sunday. Please plan accordingly.

Location: Online via https://canvas.northeastern.edu/

Prerequisites: None

COURSE DESCRIPTION

This core course focuses on the critical evaluation, interpretation, and uses of published research in education as a field of study.

Students are given an opportunity to explore the relationship between theory and practice and the changing nature of knowledge.

In this course, students will examine peer-reviewed research articles, learn the "rules" and methods through which these scholarly works are developed, and begin to apply research findings to real problems and issues in education.

As part of this course, students will create and develop an ePortfolio as they begin to document their development as scholars, practitioners, and leaders in the field of education.

As the first course in the M.Ed. sequence, there are no pre-requisites for this course.

Course Outcomes

Students will have the opportunity to:

- Explore methods of research through the examination of current research studies that have been conducted by scholars within the field of education
- Identify the steps a researcher uses when conducting a study
- Investigate areas of research interest in their concentration (LXDT, L&I, SE)
- Analyze and critically evaluate how research is used to construct and inform controversies
- Identify sources within their concentration, such as peer-reviewed journals, where research studies can be found
- Explore, develop, and document their professional identities
- Become conversant in the discourse of academia and how to engage as professionals
- Begin to apply theory to practice in a recursive manner
- Begin the process of developing an ePortfolio website and adding Signature Assignments

REQUIRED TEXTS

Houghton, P. M. and Houghton, J. T. (2020). *APA: The easy way! Updated for 7th edition*. XanEdu. ISBN 978-1-73300-795-5.

All other course readings will be posted in Canvas or available through the NEU library.

It is recommended that you have a headset that includes a microphone for this class, because some assignments will require you to record audio.

Any emails being sent to the whole class will go to your NEU email. It is mandatory you use your NEU/Husky email account when contacting your instructor.

PROGRAM STUDENT LEARNING OUTCOMES

Specialized Knowledge	Broad and Integrative Knowledge	Applied and Collaborative Learning	Civic and Global Learning	Experiential Learning
SLO1: Explain the major theories, research methods and approaches to inquiry and schools of practice in the field of education, articulate their sources and illustrate both their applications and their relationships to allied fields of study.	SLO2: Design and execute an applied, investigative or creative work that draws on the perspectives and methods within the sub-fields of education and assess the resulting advantages and challenges of including these perspectives and methods	SLO3: Design and implement a project or performance in an out-of-class setting that requires the application of advanced knowledge gained in the field of education to a practical challenge, articulate in writing or another medium the insights gained from this experience, and assess approaches, scholarly debates or	SLO4: Assess and develop a position on a public policy question with significance in the field of education taking into account both scholarship and published or electronically posted positions and narratives of relevant interest groups.	SLO5: Integrate education-specific best practices and tools into experiential learning opportunities offered in the program.

		standards for professional performance applicable to the challenge.		
EDU6050: Education as an advanced Field of Study: Annotated Bibliography				

HOW THE COURSE IS STRUCTURED

Course Materials: This course consists of four three-week modules. A signature assignment will be due at the end of each module to demonstrate your learning and skills. The materials and assignments for each week will be clearly marked and easily accessible in the Canvas course room.

Discussions: Each week you will be expected to contribute to one or more participatory exercises (e.g., discussions, peer feedback). Participation is 20% of your final grade, so you should give it your full and thoughtful attention.

Each week, a prompting question or activity is designed to guide your contributions. Remember to *ground your work and discussion contributions in evidence*, referencing course readings and other resources, and make connections with your own experience. The goal is to have a substantive dialogue with your peers about course concepts, questions, and concerns.

Unless otherwise directed, this course follows a Thursday/Sunday posting schedule. Primary posts are due before 11:59 p.m. EST Thursday and extend into a follow-through discussion that takes place between Thursday and end of day Sunday (at least two interactive peer responses).

You will need to be online three to four times per week, particularly during the Thursday-Sunday window during follow through discussion. Your participation is asynchronous, allowing you to work at any time convenient to you. However, you must contribute in a regular and timely fashion so that the group can achieve its goals. It's not a "discussion" if you post all your messages at the same time.

Participation points are *earned*. This means that you start at zero and – through thoughtful, substantive, collegially constructive, and timely contributions – earn the points for the week. **Anything posted after the DB forum closes for the week on Sunday night will not be counted in that week's DB grade. No exceptions.**

AN IMPORTANT NOTE ON ATTENDANCE AND INVOLVMENT IN AN ONLINE COURSE

It may be tempting to think that an online course will be less time-consuming than a face-to-face class.   Please don't make that mistake. In fact, the two types of courses require the same amount of time, except that in an

online course much of your work will be done independently – writing and reading, viewing materials, etc. You will take an active role that requires discipline and time management.

Importantly, this will be active learning, so it may *feel* like you are spending even more time than when you take a face-to-face course. (It may be easy to fall asleep in class, but much harder to do so when writing on-line!)   However, precisely because you will be actively involved, you have the opportunity to learn an incredible amount in a relatively short time.

Students in online courses are expected to complete course readings, participate in class discussions or other learning activities, and complete assignments as directed.

If there is an absence or lateness in participation, grades will be adjusted accordingly.

COMMUNICATION WITH THE PROFESSOR

Professor Participation in Weekly Discussions: The weekly discussions are intended to create a conversation among students, not a back-and-forth between the professor and students. I believe in your capacity for taking the discussion in interesting and productive directions. Therefore, I will not respond to each message. Please know that I am "listening" intently.

Messages and Announcements: I post announcements at least weekly and I'll also send logistical updates as needed. They will be posted in the course room and sent to your Northeastern email. Please check your student email account regularly and/or have NEU mail forwarded to another account you check frequently.

Email communication: Students can expect that emails will be answered within 48 hours, with the exception of weekends.

Office Hours: Flexibility of location is one of the benefits of online learning. Students access this class from a wide range of time zones. You can email me to request a meeting and we will find a time that works for both of us. We can talk over the phone or face-to-face using Zoom. *Again, please check your Northeastern email on a regular basis or forward it to your personal email account, because I often send individualized messages.*

If you have **technical questions or concerns**, please visit or call Northeastern's Online Support Center to access tutorials and get live chat support (http://smartipantz.perceptis.com/neu, 855-836-3520).

COURSE METHODOLOGY

Discussion Board or other communication threads: students can expect questions posted in *Ask the Instructor* to be answered within 24 hours.

Course Assignments: students can expect assignments are returned in a timely fashion; at minimum, graded assignments should be returned at least a week before the next graded written assignment is due. Written assignments should have reasonable written feedback, corresponding to the grade.

TIMELINE AND GRADING

Week	Topics, Assignments, Skills
1	Explore syllabus and Canvas course room; strategies to maximize engagement and motivation in online learning spaces; Community of Inquiry Framework Begin locating ourselves in relationship to education, research, and our own experiences Begin developing an identity as a practitioner scholar **Skills:** Digital literacy; communicating and engaging effectively in a virtual teaching and learning community; self-reflection
2	**Mind map for Planning Education Narrative** – What is a mind map? Why and how are mind maps useful? How might you use them for your professional and academic purposes? **Visual Learning** – The connection between drawing and the brain; thinking in pictures **Tools Evaluated:** ✓ MindMeister https://www.mindmeister.com/ ✓ Bubbl.us https://bubbl.us/ ✓ Lucidchart https://www.lucidchart.com/pages/ ✓ MindMup https://www.mindmup.com/ **Skills:** Conceptualization; strategic planning; alignment; graphic design strategies (intro./overview); evaluating digital tools for a specific purpose
3	**Education Narrative** – Voice narrated presentation or video using questions and prompts provided **Tools Evaluated:** ✓ Prezi https://prezi.com/ ✓ PowerPoint or Google slides with voice recording using: ✓ VoiceThread https://voicethread.com/ (sign in w/NEU credentials) ✓ Loom https://www.loom.com/ ✓ Panopto https://www.panopto.com/ **Skills:** Applying strategies for maximizing accessibility; ADA compliance; fair use (e.g., images); applying voice-narrated visual presentation strategies; evaluating digital tools for a specific purpose (digital literacy)

4	What does "scholarly research" mean? What is a peer-reviewed research article? How do I locate and identify trustworthy sources? How do I cite them in APA 7th style? How is a paper in APA 7th formatted? **Tutorials Completed**: [Online Library Orientation for Education](#) [How to recognize scholarly/peer-reviewed articles](#) [How to recognize a research article](#) **Skills:** Information literacy; critical consumerism; evaluating trustworthiness (including reliability, credibility); developing academic research strategies
5	Explore current issues/problems/hot topics in the field. How do your interests connect or not connect to your education narrative? Identify one issue/problem/topic of focus for modules 2 (and possibly 3) and begin locating and evaluating source material. **Tutorials Completed**: [Using the library to find education controversies](#) [How do I choose keywords for my search?](#) [How do I find peer-reviewed research articles?](#) [How to annotate a journal article in APA style - an interactive tutorial](#) **Skills:** Applying graduate level research skills; APA 7th referencing and formatting; critically evaluating source material; assessing source material's value for a specific purpose (intro.); information literacy

6	**Annotated Bibliography** – Six different source types on a single current issue/problem/hot topic in the field
	
	One annotation for each common source type:
	
	  ✓ Peer-reviewed research article (e.g., journal)
	  ✓ Popular news source (news and magazines, online or print)
	  ✓ Book or book chapter (online or hard copy)
	  ✓ Conference proceeding (online or hard copy)
	  ✓ Dissertation (online)
	  ✓ Video (online)

	Skills: Demonstrating graduate level academic research and writing; APA 7th referencing and formatting; critically evaluating of source material; assessing source material's value for a specific purpose; information literacy
7	Explore various kinds of data and how to collect useful primary data for a specific purpose. What do the terms qualitative, quantitative, mixed methods, primary data, and extant data mean? For what purposes are they useful? Gather information – data – on a current problem/issue/hot topic in the field; same as module 2 or a new one of interest. Will be used to develop info-graphic at the end of this module (week 9) **Develop a Survey and/or Interview** – Prepare to collect data for module 3 Info-graphic assignment **Tool Evaluated for Purpose of Data Collection Using Surveys:** ✓ Crowd Signal https://crowdsignal.com/ **Skills:** Conceptualization; strategic planning; developing effective, strategic qualitative interview questions and/or quantitative surveys (intro. level); digital literacy

8	What is informed consent? What is IRB, when is it necessary, when not, and why? How do I maximize confidentiality? How is informed consent a *process?*
	
	Administer a Survey and/or Conduct an Interview – Collect data for module 3 Info-graphic assignment
	
	Tools Evaluated:
	
	   ✓ Snappa graphic design tool https://snappa.com/
	   ✓ Canva graphic design tool https://www.canva.com/
	
	Skills: Recognizing and applying ethical practices in research; using de-identification practices; collecting and summarizing primary data (intro.); digital literacy

9	**Infographic** on current problem/issue/hot topic in the field to use as a teaching/training tool in the workplace, classroom, etc. (e.g., professional development; instructional aid) **Skills:** Distilling salient information; writing with brevity; developing engaging, highly visual, educative teaching/training tools for a specific purpose; information and digital literacy
10	What is an ePortfolio website and why is it important? What tool do we use and why? Become familiar with the website building tool (sandbox exercise). Review Master's Program eP template and select to use it or design of student's choice. Begin ePortfolio website development.

	Tool Evaluated and Used:
	✓ Wix website builder https://www.wix.com/ **Skills:** Conceptualization; strategic planning; applying graphic design strategies; effective website building strategies (intro.); writing for websites; fair use; maximizing accessibility; digital literacy
11	Continue ePortfolio website development **Skills:** Writing for websites; effective website building strategies; fair use; maximizing accessibility; visual and textual discernment
12	**ePortfolio Website Peer Review, Reflection, Final Submission, and Celebration!** **Skills:** Critical reflection; communicating interpersonally in a virtual academic setting; critiquing with a rubric; providing effective feedback and feed-forward (and recognizing the value and difference of each)

Assignment	Brief description	Due dates	% of Final Grade
Discussions	Post Initial responses by Thursday (typically); respond to 2+ peers by Sunday Anything posted after DB closes for the week will not be considered in week's grade	Weekly Thurs./Sun.	20%
Education Narrative	Examine one's history, values, beliefs, and assumptions regarding education Voice narrated presentation	Week 3 (due Monday of week 4)	20%
Annotated Bibliography	Includes six common source types that are relevant to a problem/issue/hot topic in your field Template provided	Week 6 (due Monday of week 7)	20%
PD Session Plan & Infographic	Plan for "dream" PD session on current problem/issue/topic (P/I/T) in the field. Visual on same P/I/T to use as a PD teaching/training tool or take-away	Week 9 (due Monday of week 10)	20%

ePortfolio Website Reflection	Build and develop your ePortfolio using Wix website builder; offer peer-feedback and feed-forward Final reflection on work, learning, and growth	Week 12 (Friday)	20%

95-100% **A**	**87-89.9%** **B+**	**77-79.9%** **C+**	
	84-86.9% **B**	**74-76.9%** **C**	**69.9% or below** **F**
90-94.9% **A-**	**80-83.9%** **B-**	**70-73.9%** **C-**	

IMPORTANT NOTE: I *will not accept* late postings and assignments except in rare, extreme circumstances (e.g., significant health events or a death in the family). Contact me immediately to *request* an extension, *prior to the deadline*. *Notifying* me that you will be late is not acceptable. I reserve the right to deny extension requests that are not substantive and documented, and will always reject *notifications* that an assignment will be late. As a professional courtesy, you should also inform group members or partners if you are absent and make special arrangements to meet your commitments.

All work in this course should be either original or with proper attribution. Any submission that does not include proper attribution or is plagiarized will receive an automatic grade of F. Please see the Academic Honesty and Integrity Statement below and read the grading standards in the CPS Student Handbook, located at http://www.cps.neu.edu/student-services/student-handbook

MASTERS PROGRAM EPORTFOLIO STATEMENT

As you progress through your M.Ed. Program, in each course you will incorporate one or more "signature assignments" into your ePortfolio (assignments are designated in the syllabus). The program and each of the concentrations have identified key concepts and abilities that are essential to your success as education professionals. The program and each of the concentrations have identified competencies that are essential to your success as education professionals. The ePortfolio provides evidence of your progress toward competencies and creates opportunities for improving your work in this regard.

ACADEMIC HONESTY AND INTEGRITY STATEMENT

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit f knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

Go to http://www.northeastern.edu/osccr/academic-integrity-policy/ to access the full academic integrity policy.

COLLEGE OF PROFESSIONAL STUDIES POLICIES AND PROCEDURES

For comprehensive information please see the download the Student Handbook also available on the Student Resources page of the Northeastern University College of Professional Studies website.

END-OF-COURSE EVALUATION SURVEYS

Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at **https://neu.evaluationkit.com**. Your survey responses are **completely anonymous and confidential**. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your HuskyMail account notifying you when surveys are available.

STUDENT ACCOMMODATIONS

Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability.

For more information, visit http://www.northeastern.edu/drc/getting-started-with-the-drc/.

STUDENT WELLBEING

All students have access to We Care – 617-373-7591   wecare@northeastern.edu for health concerns, referrals for mental health and assistance with leaves of absence. Additionally we have FIND@ Northeastern -

Available 24/7/365   1-877-233-9477 (domestic)   1-781-457-7777 (international)
https://www.northeastern.edu/uhcs/find-at-northeastern/

LIBRARY SERVICES

The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals.

For more information and for Education specific resources, visit http://subjectguides.lib.neu.edu/edresearch.

WYZANT TUTORING SERVICES

Northeastern University's College of Professional Studies is covering the cost of twenty-five hours per academic year of tutoring from Wyzant to help ensure your success in challenging courses. Tutors on Wyzant have helped thousands of students in 300+ subjects ranging from College Algebra to Academic Writing, Statistical Analysis to Microbiology.To access your free Wyzant Tutoring for students in the College of Professional Studies, please complete the following steps:

- Login to Northeastern University's **Canvas** platform and click on your active course.
- Once you are logged in your class, scroll to the bottom red link on the left side of the course navigation that says "Wyzant Tutoring".
- After clicking this link, you will be prompted to access your free tutoring using your Northeastern login credentials. Indicate your program, time zone, the course you'd like support in, and the specific topics or materials you'd like help with.
- You'll receive an activation email from Wyzant for Higher Ed. (If you don't see it, check your spam or junk folders.) From the email, click on the activation button.
- Potential tutors will begin reaching out to you. Their messages will be sent to your Northeastern email inbox and will be accessible via your Wyzant account dashboard.
- Respond back to the tutors you believe might be a good fit to schedule an online session when it's convenient for you — even late at night!

24/7 Canvas Technical Help
For immediate technical support for Canvas, call 1-833-450-3937. You can chat and report an issue to Canvas technical support right from within Canvas through the Help icon located in the Canvas global navigation.
myNortheastern, e-mail, and basic technical support
Visit the Information Technology Services (ITS) Support Portal
Email: help@northeastern.edu
ITS Customer Service Desk: 617-373-4357 (help)

DIVERSITY AND INCLUSION

Northeastern University is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University

community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice.

Please visit http://www.northeastern.edu/oidi/ for complete information on Diversity and Inclusion.

TITLE IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including students, faculty and staff of all gender identities.

If you or someone you know has been a survivor of a Prohibited Offense, ***confidential*** support and guidance can be found through **University Health and Counseling Services** staff (http://www.northeastern.edu/uhcs/) and the **Center for Spiritual Dialogue and Service clergy members** (http://www.northeastern.edu/spirituallife/). By law, those employees are not required to report allegations of sex or gender-based discrimination to the University.

Alleged violations can be reported non-confidentially to the Title IX Coordinator within ***The Office for Gender Equity and Compliance*** at: titleix@northeastern.edu and/or through **NUPD** (Emergency 617.373.3333; Non-Emergency 617.373.2121). Reporting Prohibited Offenses to NUPD does **NOT** commit the victim/affected party to future legal action.

Faculty members are considered "responsible employees" at Northeastern University, meaning they are required to report all allegations of sex or gender-based discrimination to the Title IX Coordinator.

In case of an emergency, please call 911.

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