

*Fieldwork / Research Project ED 9426B - 650*

*Online – January 8, 2019 – April 7, 2019 (no classes Feb 18<sup>th</sup> & March break March 11-15)*

*Program Title: International Education*

*Program Type: Professional - Online*

*Program Coordinator: Dr. Paul Tarc*

***Instructor Name: Marianne Larsen, PhD***

***Room 1122A***

***519 661 2111 ext 80159***

***[mlarsen@uwo.ca](mailto:mlarsen@uwo.ca)***

***Office hours: by appointment***

**Contact Policy** - General course questions should be asked in the Discussion forum in OWL. Contact instructor via OWL mail for individual questions. Typically, the instructor will respond to questions within 48 hours. If a question/request is urgent or has been missed in OWL, it can be sent to the Western E-mail listed above.

**Calendar Description** - Students will conduct fieldwork/site-based research. They will collaborate with their affinity group, course instructor and mentor (where applicable) throughout the research phase in the e-portfolio space. Students who do not have a suitable site for research will be guided in choosing a case study to examine (.50 credit).

**Extended Course Description-** All students will complete some kind of inquiry based on international/intercultural education, which may or may not involve fieldwork or collecting empirical data. Most students will have already chosen their research topic and developed a research plan in their previous course (9424). This course builds on that research planning work. Much of this course relies on the mentoring relation of each student with the instructor as well as peer mentors/critical friends within affinity groups. There are only a couple of required readings from the instructor and each student will be responsible for choosing a case study article related to their research topic and facilitating a discussion through OWL forums about their case study with members of their affinity group. Students will use much of their time in the course *carrying out their research inquiry projects* and communicating various stages with their affinity group and instructor. It is important to note that any data collected and analyzed under the auspices of this course/program cannot be used for the purpose of public presentations or publications but limited to professional skill development within the professional program. Finally, by the end of the course, students will have produced a research report of their inquiry projects. In the summer capstone course students will begin a set of knowledge mobilization activities related to their inquiry and overall program learning. The May/June course on digital learning in global times will build students' technological capacities for this knowledge mobilization.

**Outcomes:**

*Learning outcomes for this course are organized into the 6 key areas, based on the Ontario Universities' Graduate Degree-Level Expectations.*

By the end of this course, students will be able to:

<i>1. Depth &amp; Breadth of Knowledge</i>	<ul style="list-style-type: none"><li>• Demonstrate understanding of the wider contexts in which their research object is embedded.</li><li>• Demonstrate understanding of key constructs and tensions in the field of international education and how they relate to their research study.</li><li>• Demonstrate understanding of the most relevant academic and professional literature pertaining to their topic of inquiry.</li></ul>
<i>2. Research &amp; Scholarship</i>	<ul style="list-style-type: none"><li>• Develop inquiry questions relevant to their domain of practice or in a particular transcultural educational context.</li><li>• Analyze a case study in one's area of inquiry</li><li>• Conduct a literature review.</li><li>• Design and carry out an inquiry appropriate to address their research questions.</li></ul>
<i>3. Application of Knowledge</i>	<ul style="list-style-type: none"><li>• Integrate course content with their inquiry project.</li></ul>
<i>4. Communication Skills</i>	<ul style="list-style-type: none"><li>• 'Hear,' paraphrase and 'jockey with' reflections and arguments of instructor and peers.</li><li>• Coherently describe each of the elements of their inquiries to the mentor-instructor and peers.</li><li>• Read, dialogue and offer constructive feedback on peer work</li></ul>
<i>5. Awareness of the Limitations of Knowledge</i>	<ul style="list-style-type: none"><li>• Reflect upon and articulate the various approximations, proxies, and degrees of speculation that emerge in conducting an inquiry.</li></ul>
<i>6. Autonomy &amp; Professional Capacity</i>	<ul style="list-style-type: none"><li>• Develop and carry out an independent inquiry.</li><li>• Draw implications for their specific domain of practice from the results of the inquiry</li></ul>

**Course Time Commitment Expectations**

*NOTE: The Graduate Programs Office generally recommends between 5 and 10 hours per week of course work per online graduate course.*

Based on my experience teaching you in the fall course (9424) weekly lesson material will be posted on Tuesdays and you will be expected to engage with your instructor and affinity group, week by week, from Tuesday- Monday (evenings).

## Course Texts / Materials

Required readings will be made available as pdfs on the Owl site.

## Mode of Course Delivery

- This is a fully online course.

## Assignments (detailed instructions will be posted on OWL)

Assignment	Type	Due Date(s)	Weighting
Responding to Dr. Larsen's feedback on your 9424 research plan and submitting final research plan + timeline	Academic writing	By end of Week 2	5%
Communicating with instructor about your inquiry project*	Addressing feedback for research plan/project, consolidating details	Ongoing (at least one/week communication with instructor)	15%
Providing constructive support as a critical friend to member(s) of your affinity group	Providing feedback to peers in affinity groups through forum discussions	Ongoing (at least one response/week)	10%
Facilitating a discussion about a case study in one's affinity group.	Selection of article and facilitation of discussion	Upload your case study (as a PDF) and your annotation– by Feb 4th Facilitation of discussion– Weeks 5-6	10%
Case study analysis	Written analysis of the case study	End of Week 6 (Feb 18 <sup>th</sup> )	10%
Literature Review	Academic writing	By end of Week 8 (March 4 <sup>th</sup> )	10%
Draft inquiry report	Academic writing	By March 25	Formative feedback
Peer Review of draft inquiry report	Peer review (written)	By end of Week 11 (April 1 <sup>st</sup> )	5%
Presentation of Inquiry Report	Collaborate Presentations	Weeks 10 and 11	10%
FINAL Inquiry Report and Preliminary Findings	Academic writing	By end of Week 12 (April 8 <sup>th</sup> )	25%

\* You will be expected to correspond with me, your instructor, on a weekly basis, about your research plan and project. You can communicate with me via OWL mail, Voicethread audio or video, skype, telephone or Collaborate. Here is a good article about communication with your professors. Corrigan, P.T. & McNabb, C. H. (2015). Re: [Your Recent Email to Your Professor](#).

## **Topic Outline:**

### **W1: January 8-14** – Finalizing your research inquiry plan

Reading: Cohen, L, Manion, L, & Morrision, K. (2007). “Framework for Planning Research.” In Cohen, Manion, & Morrision, (Eds). *Research Methods in Education*, 6<sup>th</sup> edition (pp. 78-94) London: New York.

### **W2: January 15-21**–Professional learning communities and critical friends

Readings:

- Swaffield, S. (2009). Critical friends: supporting leadership, improving learning. *Improving Schools*, 7(2), 266-278.
- OR
- Kember, D., Ha, T-S, Lam, B-H, Lee, A., NG, S., Yan, L., & Yum, J. (1997) The diverse role of the critical friend in supporting educational action research projects, *Educational Action Research*, 5:3, 463-481.

TO DO: Submit response to Dr. Larsen’s feedback on your inquiry project plan and a timeline using this software package (<http://timeline.knightlab.com/#make>) by January 21<sup>st</sup>

### **W3: January 22-28** - What can we learn from Case studies?

Reading: Cohen, L, Manion, L, & Morrision, K. (2007). “Case Studies.” In Cohen, Manion, & Morrision, (Eds). *Research Methods in Education*, 6<sup>th</sup> edition (pp. 253-263). London: New York.

TO DO: Start looking for a case study related to your research topic.

### **W4: January 29 – Feb 4** – Finding information: Digging for data

Reading: UWO Libraries (2017). *Finding information about your topic*. Retrieved from <https://guides.lib.uwo.ca/mme9642/finding>

TO DO: Upload your case study (as a PDF) and your annotation on OWL– by February 4th

### **W5: February 5 -11** – How to read academic articles

Readings:

- Rosenberg, B. (2008). How to read an academic article. Retrieved form <http://faculty.washington.edu/davidgs/ReadArticle.html>
- Rosenberg, R. (2011). *Reading Difficult Scholarly Sources*. Retrieved from <https://www.lakeforest.edu/live/files/1913-reading-scholarly-sources-101113pdf>

TO DO: Facilitate case study discussion with your affinity group

**W6: February 12 – 18 – What is a literature review?**

Readings:

- UWO Libraries (2017). Literature Reviews. Retrieved from <https://guides.lib.uwo.ca/mme9642/litreview>
- Punch, K. F. (2009). Literature Searching and Reviewing (pp. 93-110). In *Introduction to research methods in education*. Thousand Oaks, CA: Sage Publications Inc.

TO DO: Facilitate case study discussion with your affinity group  
Submit written analysis of Case Study by Feb. 18<sup>th</sup>

**W7: February 20-25 – Writing Strategies**

Readings:

- Purdue University (2017). *Purdue Online Writing Lab*. Retrieved from <https://owl.english.purdue.edu/owl/section/1/2/>
- Berkeley Student Learning Centre (2017). *Nine Basic Ways to Improve Academic Writing*. Retrieved from <http://slc.berkeley.edu/nine-basic-ways-improve-your-style-academic-writing>

TO DO: Work on literature reviews and data collection for your study.

**W8: February 26 –March 4 - How to cite research?**

Readings:

- Citing your sources (Western Libraries) <https://guides.lib.uwo.ca/mme9642/citing>
- OWL Purdue Online Reading Lab (2017). Research and Citation Sources. Retrieved from <https://owl.english.purdue.edu/owl/section/2/>
- How to Cite Social Media in Scholarly Writing. Retrieved from <https://www.teachthought.com/literacy/how-to-cite-social-media-scholarly-writing/>

TO DO: Submit Literature Review by March 4th

**W9: March 5 –11 – Working on your inquiry projects**

TO DO: Work on writing up your inquiry report

*March Break*

**W10 March 19 – 25 – Working on your inquiry projects + presentations**

TO DO: Upload draft of your inquiry project report for peer review by March 25th

TO DO: Through Collaborate, present the findings of your inquiry project (March 23-24)

**W11 March 26 – April 1 Working on your inquiry projects + presentations**

TO DO: Through Collaborate, present the findings of your inquiry project (March 30-31)

Peer review feedback due by April 1st

**W12 April 2 – April 8** – Final touches to your inquiry project report

TO DO: Submit your final inquiry project report by April 12th

**Technology Requirements:**

- Regular internet access (high speed recommended)
- Computer that
  - enables connection to outside websites (flexible firewall)
  - has multimedia playback capabilities (video/audio)
  - is capable of running a recent version of Internet Explorer, Safari, or Firefox
- Audio headset and microphone for computer
- Web cam (optional)

***OWL login instructions and technical support information:***

To access OWL, go to <http://owl.uwo.ca> Students may use Internet Explorer to access OWL; however, **Firefox is the preferred browser for using OWL.**

To log into OWL, students use their Western account credentials. The login is what precedes the “@uwo.ca” portion of students’ UWO email addresses.

- *If you do not know your Western account*, please contact [edu.tech.support@uwo.ca](mailto:edu.tech.support@uwo.ca) for instructions.
- *If you know your Western account, but you do not remember your password*, please contact the ITS Helpdesk at 519 661-3800 (or x83800). You will need to provide your Western username, your 9 digit Student Number and they may ask for other identifiers such as birth date.
- *If you require technical assistance in OWL*, information addressing common problems is available on the OWL home page. Students can also contact the ITS Helpdesk at 519-661-3800.

***Policy Statements:*** Please see the “Policies” page of the Graduate Programs & Research website for further details on course and program policies: <http://www.edu.uwo.ca/graduate-education/policies.html>

**Attendance:** Students are expected to attend all classes. In the case of absence, instructors may assign additional course work. Normally, students who are absent from one-quarter or more of their classes will be assigned a grade of "F" (Fail), (Graduate Studies Subcommittee – Dec. 3, 1999). For **online courses**, participation will be determined and explained by the course instructor and will reflect similar principles as attendance policy for on-site courses. For **online courses** organized on a week-by-week basis, participation in each week’s discussion will be considered the equivalent of one onsite class. For online courses that are organized on a multi-week basis (i.e. module or unit), contributing to the discussion of each unit will be considered the equivalent of attending and participating in, the classroom discussion of a face-to-face class.

Students are encouraged to contact their instructor *in advance* of cases in which they will be unable to attend class on a regular basis.

**Language Proficiency:** "Each student granted admission to Western must be proficient in spoken and written English. Students must demonstrate the ability to write clearly and correctly. Work presented in English in any subject at any level, which shows a lack of proficiency in English and is, therefore, unacceptable for academic credit, will either be failed or, at the discretion of the instructor, returned to the student for revision to a literate level. To foster competence in the use of the English language within their own discipline, all instructors will take proficiency in English into account in the assignment of grades." A student who, after admission, shows an inadequate command of spoken or written English must improve his or her proficiency to the satisfaction of the graduate program or department.  
[http://www.uwo.ca/univsec/academic\\_policies/admission.html](http://www.uwo.ca/univsec/academic_policies/admission.html)

**Late Assignment Submission Policy:** All assignments are due by 11:55 p.m. on the due date which is clearly indicated on this course outline and in OWL Assignments. If you are unable to submit your assignment on time, you must notify the instructor and request an extension at least 3 days before the assignment is due. All extensions are granted regardless of the reason. If you have not been granted an extension, you will lose 5%/day that your assignment is late.

**Evaluation:** Graduate students must maintain at least a "B" average in their program. Although only numeric grades are assigned by instructors in the Faculty of Education, the following alpha grade ranges are provided for your information.

**Style Guide:** A style guide (or manual) is a set of standards for the design and writing of documents that establishes a consistent style that aids in reading comprehension, provides clarity of community, and reduces bias in language. The APA style guide is the most common for students and scholars of the Education academic discipline. Unless otherwise specified by the instructor, graduate students are required to employ the APA style guide in all writing assignments, and failure to do so may result in a grade penalty.

**A** = 80% and above

**B** = 70% - 79%

**C** = 60% - 69%

**F** = Fail - less than 60%

The following guidelines for assigning grades are in effect at the Faculty of Education.

- A:** Reserved for those students whose work is excellent. Their work will contain an element of originality, creativity, or thoroughness. It will be well organized and expressed, and will reflect a particularly clear command of techniques and principles, incisive judgements, sound critical evaluations, and so on.
- B:** Assigned for proof of good competent work. A "B" grade indicates that a student has mastered the course material and can manipulate it, can write clear prose, can demonstrate an ability to critically evaluate and synthesize material, and can apply the course material to relevant situations or problems.
- C:** Assigned because a student does not meet one or more of the above criteria. Even though the student may be conscientious, he or she has not demonstrated a mastery of the graduate work in the course. A lack of mastery may include any number of characteristics such as an inability to write clearly, to research a topic adequately, to synthesize material, or to make basic judgements about relevance, and so on.

**F:** Glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics. In general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

**INC:** (Incomplete) An INC may be granted for a course where the student has not been able to complete the assigned work in the normal timeline due to exceptional circumstances. Permission to carry an INC must be sought from the Chair, Graduate Education before the end of the term. The INC must be completed by the end of the following term or a grade of F (FAIL) will be assigned. According to SGPS policy, **NO** exceptions will be granted to this rule.

A numerical grade submitted for an INC grade, or an F grade resulting for an INC, is final. The School of Graduate and Postdoctoral Studies will not consider a subsequent revision of either such grade except on documented medical or compassionate grounds.

Instructors shall inform students, both in class and in the course outline, as to any policies and/or penalties concerning late submission of assignments.

**IPR:** (In Progress) assigned during preparation for Thesis or Directed Research Project or a half or full course which extends over two or more terms.

**Statement on Academic Offences:** Scholastic offences are taken seriously; a student guilty of a scholastic offence may be subject to the imposition of one or more penalties, ranging from reprimand to expulsion from the university, as well as criminal proceedings where appropriate. Students are strongly encouraged to review the appropriate policy document, and specifically, the definition of what constitutes a Scholastic Offence: [https://grad.uwo.ca/current\\_students/regulations/13.html](https://grad.uwo.ca/current_students/regulations/13.html)

**Plagiarism:** Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar [reproduced below]).

**Plagiarism Checking:** All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

**Accessibility:** The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact me if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact the Faculty of Education Graduate Programs Office at (519) 661-2099 and/or Services for Students with Disabilities (SSD) at (519) 661-2111 X 82147 for information about requesting academic accommodation, or go to the following website: [http://www.uwo.ca/univsec/academic\\_policies/rights\\_responsibilities.html](http://www.uwo.ca/univsec/academic_policies/rights_responsibilities.html)