

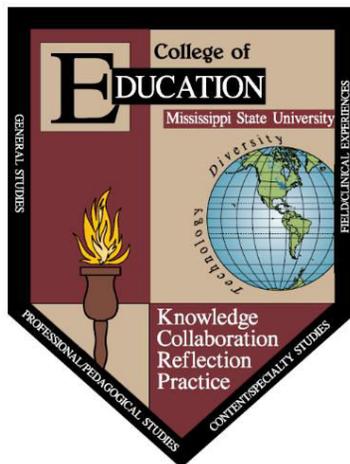
**MISSISSIPPI STATE UNIVERSITY COLLEGE OF EDUCATION**  
DEPARTMENT of INSTRUCTIONAL SYSTEMS and WORKFORCE DEVELOPMENT  
COURSE SYLLABUS

**Course Prefix and Number:** TECH 9913  
**Course Title:** Research Seminar  
**Credit Hours:** 3 credit hours  
**Method of Instruction:** *Seminar = UCCC Code S*

**Catalogue Description**

Three hours seminar. Designed to assist students to successfully complete dissertation research using an activity-based approach. TECH 9913 may be taken in lieu of TECH 9000 or TKT 9000 Dissertation Research up to six hours.

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

## **Theoretical Framework:**

The essence of TECH 9913, seminar course is to help students in writing their research proposal after completing their coursework by providing them with practical research activities, and instant feedback. The idea is to provide them with hands-on learning activities and examples to encourage and motivate them to work hard. Method of instruction is activity-based and feedback. It includes discussion, coaching, modeling, and demonstration as well as interactive participation on the part of the students. This course will give much-needed structure and research application skills that the doctoral students need. TECH 9913 can substitute for TECH 9000. The objectives of this seminar course are different for each student to address each student's current stage in writing a research proposal. Assignment and grade depend on the established goals of each student at the beginning of this ten-week summer course.

## **Course Objectives**

Upon completion of this course, students will be able to:

- 1) Develop the Introduction chapter of the proposal (CFPO #1-10, 13, 14)
- 2) Develop the Review of Literature chapter of the proposal (CFPO #1-10, 13, 14)
- 3) Develop the Research Methodology chapter of the proposal (CFPO #1-10, 13, 14)

## **Text(s):**

There is no specific required textbook for this course but discussion will focus on various research materials including books, journals, reports, handouts etc.

## **Description of Instruction:**

**Campus 1:** Face-to-Face Lecture: Instructional methods include interactive lecture, class discussion, brainstorming, demonstration, discovery learning through internet research, question and answer, small group activities, project-based learning etc.

**Campus 5:** Lecture. The course will be delivered through an on-line platform using Canvas. Methods of delivering instruction include interactive lecture, discussion, discovery learning using web, question and answer through Canvas chat room discussion, small group activities, brainstorming, project-based learning, activities, telephone and e-mail consultation. You can access this course via <https://canvas.msstate.edu>.

## **Honor Code:**

**(Campus 1 & 5)** The honor code states: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do." This is especially important in online courses. For example, cheating on quizzes and resubmitting files from other courses will not be tolerated.

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the honor code, to accept responsibility for learning, and to follow the philosophy and rules of the honor code. Ignorance of the rules does not exclude

any member of the MSU community from the requirements or consequences of the honor code. For additional information please visit <http://www.honorcode.msstate.edu>.

**(Campus 5 specifically)** At the beginning of the semester, students will read the Honor Code and agree to follow the Honor Code.

### **Technology:**

Relevant course materials and information including handouts are on the CANVAS Instructional Delivery System for easy reference. Consultation is through e-mail technology and telephone.

### **Diversity:**

- The use of various methods such as lecture, small group discussion, demonstration, question and answer, chat/discussion, e-mail, telephone consultation and feedback system will be used to address diversity.
- Recognition of differences in learning styles and pace of learning
- Application of different types of assessment procedures: essay, short answer questions, and proposal assessment.

### **Accommodations for Students with Disabilities:**

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall, (662) 325-3335, and <http://www.sss.msstate.edu/>.

### **University Safety Statement:**

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit [ready.msstate.edu](http://ready.msstate.edu).

### **Field Component:**

No field component

### **Evaluation of Student Progress will be based on the successful completion of the following”**

- 1) Completion of chapter 1 (introduction) (Objective 1)  
Students are required to develop a 10-15-page introduction of your proposal. Introduction must include the following:
  - Overview: The Introduction section of the research paper provides the reader with an overview of the research project. To be able to appreciate the value of

your research, a reader will want to understand first why you chose a particular research project.

- **Need:** A research project does not just answer questions or solve identified problems. There has to be a reason why you want a question answered or a problem solved. That is, you need to be able to justify why the problem investigated is important.
- **Purpose:** The Purpose should state what the researcher plans to do (the project task) in order to address the real life problem. The Purpose should state expected measurable and/or observable outcomes of the research that would indicate the success of the project.
- **Statement of the Problem:** you will develop at least four research questions/hypotheses derived from your statement of the problem.
  - It should ask a **question**.
  - It should involve a **relationship**.
  - The data should be **collectable**.
  - It should **not include any words or terms that can't be specifically measures** (better, best).
- **Delimitations:** Delimitations are the things you as a researcher do to **cut the problem down** so that it is feasible.
- **Limitations:** Limitations are aspects of your study that **limit your generalizing** to other populations.
- **Definition of terms:** Terms that are **unique to your study**, subject to **multiple interpretations**, and/or **technical in nature** should be defined.

## 2) Completion of chapter two (literature review) (Objective 2)

Students are required to compose a 20-page draft copy of literature review; your literature review should be related to your research questions and problem statement. The purpose of a review is to analyze critically a segment of a published body of knowledge through summary, classification, and comparison of prior research studies, reviews of literature, and theoretical articles.

- **Define or identify the general topic**, issue, or area of concern, thus providing an appropriate theoretical basis for reviewing the literature.
- Point out overall **trends** in what has been published about the topic; or **conflicts** in theory, methodology, evidence, and conclusions or **gaps** in research; or a **single problem** or **new perspective** of **immediate interest**.
- Establish **your reason for reviewing the literature**; explain the criteria to be used in analyzing and comparing literature and the **organization** of the review); and, when necessary, state why certain literature is or is not included (scope).

- **Group** research studies and other types of literature according to common denominators such as qualitative versus quantitative approaches, conclusions of authors, specific purpose or objective, chronology, etc.
- **Summarize** individual studies or articles with as much or as little detail as each merits according to its comparative importance in the literature, remembering that **space denotes significance**.
- Provide the reader with **strong topic sentences** at beginnings of paragraphs, and **summary sentences** at intermediate points in the review to aid in understanding comparisons and analyses.

3) Completion of chapter 3 (methodology): (Objective 3)

Students are required to compose the Method section which tells your Research Committee **how you plan to complete your research problem**. It will provide your work plan and describe the activities necessary for the completion of your project.

The guiding principle for writing the Method section is that **it should contain sufficient information for the reader to determine whether your methodology is sound**. You need to demonstrate your knowledge of alternative methods and **make the case that your approach is the most appropriate and most valid way to address your research problem**.

- The problem summary: **briefly review your problem** statement and research questions.
- Population/Sample: describe the **population (N)** of your study in detail. If you use a **sample (n)** it must be **representative** of the study population. Your **sampling technique** must be explained in detail, and you must justify the **sample size** to assure that it is **representative**.
- Instrumentation: describe how you **developed** any instrument used in your study, and explain how you established its **validity** and **reliability**. If you use an **existing instrument**, you must provide data explaining how its validity and reliability were established.
- Design: **name your research methodology** and describe your **research design** (survey, causal-comparative, experimental, etc.). Be aware of **possible sources of error** to which your design exposes you; threats to **internal** and **external validity**. You should anticipate **possible sources of error** and attempt to overcome them or take them into account in your analysis. Moreover, you should disclose to the reader the sources you have identified and need to indicate **what you have done to account for them**.
- Procedures: Describe **step by step your procedure to carry out your research and the general plan for collecting the data**. This may include survey administration procedures, **interview** or **observation** procedures. Include an explicit statement covering the field controls to be employed. If appropriate, provide a general outline of the time schedule you expect to follow.
- Proposed Analyses: **Specify the statistical procedures you will use to answer each research question**, such as ANOVA, Multiple Regression, MANCOVA, ethnography, case study, etc. If **coding procedures** are to be

used, describe them in reasonable detail. Indicate the **analytic tools** you will have available and expect to use (e.g., Excel, SAS, SPSS, etc.)

- IRB: indicate that **your IRB certification** is current and that your **research has been approved by IRB.**

### Grading Format

Table 1 – Pass/Fail Grade Mode\*

Description of Assignments	Description of Performance	
	<b>80% or higher</b>	<b>79% or lower</b>
<b>Topic</b>		
<b>Stage I</b>		
Introduction - Background of the study	Satisfactory (S)**	Unsatisfactory (U)***
<b>Stage II</b>		
Completion Literature Review	Satisfactory (S)**	Unsatisfactory (U)***
<b>Stage III</b>		
Completion of Research Methodology	Satisfactory (S)**	Unsatisfactory (U)***

*\*Students will have to receive Satisfactory (S) in all three (3) stages in order to pass this course.*

*\*\*S = Satisfactory Performance: Original paper that is insightful, and has scope, depth and rigor.*

*\*\*\*U = Unsatisfactory Performance: A paper that lacks originality, scope, depth or rigor and poorly written.*

### Attendance Policy:

**(Campus 1)** In accordance with university policy (AOP 12.09), students should attend all classes. When an absence from class is essential, the student must inform the instructor (via email) and provide appropriate documentation. Otherwise, the student will not have an opportunity to complete the weekly activities outside of the classroom.

**(Campus 5)** In accordance with university policy (AOP 12.09), students should attend all classes. When an absence from class is essential, the student must inform the instructor (via email) and provide appropriate documentation. In this online course, you will be considered to be in attendance when you participate in course activities.

AOP 12.09 ( <http://www.policies.msstate.edu/policypdfs/1209.pdf>)

### Title IX Policy:

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the

University community, you are encouraged to report the conduct to MSU's Director of Title IX IEEEO Programs at 325-8124 or by e-mail to [titleix@msstate.edu](mailto:titleix@msstate.edu). Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, or at <http://students.msstate.edu/sexualmisconduct/>.

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