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**EDUC: Educational Management, Open Learning Faculty Member Guide**

## Introduction

This Open Learning Faculty Member guide provides a brief overview of the role of the online facilitator in the paced online model of course delivery as well as instructions/marking criteria (if applicable) for the four assignments and Final Projects. Feel free to use and revise this for your own instance of the course.

## Online facilitation

EDUC 5461 is designed to provide an interactive learning environment where students are required to be active participants in their own learning. As an online facilitator for this course, your role will be somewhat different from an instructor’s role in a face-to-face learning environment or the Open Learning Faculty Members role in a traditional Open Learning distance education course (print or web). This course is activity-based, and the role of the online facilitator is to use the technological tools available to engage the students with each other and with the course content.

A good online facilitator:

* Creates a welcoming and safe environment where participants feel they can express their ideas (ensuring netiquette is followed, establishing norms and expectations for participation, managing conflict as needed, modeling good netiquette, providing prompt feedback).
* Uses good questions and probes to further student interest, engagement and deeper learning (prompt feedback, weaving answers).
* Uses the appropriate technological tools to support learning (i.e., the technology does not drive the process). For example, \*asynchronous vs. synchronous tools are used for appropriate tasks/activities.
* Provides appropriate course management (organizes and/or facilitates groups/team forming exercises, provides/follows the course schedule, uses “Announcements” tool to provide course updates).
* Provides prompt and timely feedback.
* Manages own workload and time.

\* For an overview of synchronous online conferencing (as well as a useful historical comparison of synchronous and asynchronous modes of communication), view the video, The Virtual Classroom (9 ½ minutes), available at <http://www.youtube.com/watch?v=yUdfE19s4wU>. While the focus is somewhat on “training,” the same principles apply to online teaching and learning.

This short guide, *Effective Online Facilitation*, available from the Australian Flexible Learning Quick Guide Series provides a concise and useful overview: <http://pre2005.flexiblelearning.net.au/guides/facilitation.pdf>

## EDUC 5461 Design

**Note:** The Open Learning Faculty Member needs to add the specific dates to the generic Course Schedule (linked from the course home page).

Refer to the Course Guide for details of the model and the assessments, which are briefly described here:

The course is organized 12 modules (one per week of the 12 week course). For each week there are two types of activities, independent (not for marks, but will help them meet the learning outcomes, learn the materials and prep for the assignments and final project), and then collaborative activities (usually in small groups) where they discuss or work together to complete analyses, develop rubrics and discuss topics. Participation in these collaborative activities is worth 5% per module (they may not be in every lesson) and learners will submit a discussion reflection (templates are in the course) for each of the modules that outlines their contributions, providing evidence. They will also assign themselves a mark. You will need to monitor the activities to determine whether or not they are meeting the expectations, but it isn’t expected that you mark all postings. You can use the online discussion rubric to evaluate their overall contributions.

## Online Discussions and Activities

Students will introduce themselves the first week, so to help create a welcoming environment you can also welcome them to the course and ensure that every student has at least one response. Encourage learners to post early…also introduce yourself! There is also a general discussion area for asking questions and posting comments, make sure you monitor this area and reply to queries as needed. Encourage learners to help each other as well.

Discussion topic headings have been set-up in the course LMS with instructions, but as many of these discussions are within small groups, you will need to set up small groups within these larger discussion topics. If you need any help with this please contact Colin Madland, cmadland@tru.ca, the e-learning facilitator.

## Course Overview

The following will provide an overview of the activities that will happen each week in the course. You may want to add to this as you work your way through the course, and may also want to use this document to track what types of changes you might want to make for when you offer the course another time. This document is designed to be a starting place, and as you add to it, will be a valuable resource for you to use to reflect on the course as you move forward.

### Module 1: Introduction to Research

#### Lesson 1

Two activities:

**Learning Activity 1: Introductions**

Students will introduce themselves and provide background information. Make sure you post your own introduction, and provide welcome messages for the students. You can also use the information here, to create the groups (by discipline or interest) for next week’s small group activities. You may want to post a summary at the end of the week to wrap-up the discussion and move the students into the next week’s topic.

**Learning Activity 2: An Introduction to Research** – students work through the course notes independently. You may want to work through this yourself first, so you can answer any questions. There are some self-assessment questions embedded throughout – you may want to post the answers to these at the end of the week. Note this is not for marks!

**OPTIONAL: Learning Activity 2: Good, Bad and Unnecessary Research**—**Discussion**

Monitor the discussions, provide feedback where needed, and answer any questions they may have. This is optional, so students may not participate, from a design perspective it would be good to see if they do or not.

Another hint: At the beginning of each week you may want to use the Announcements tool to let learners know what is coming (it is in the course, but is nice also to provide a reminder and to personalize the topic by providing your own introduction to it).

#### Lesson 2

**Learning Activity 1: Key Concepts about Research –** learners work through course notes, again they may have questions as they go through.

**Learning Activity 2: Sabotage! Collaborative Discussion –** You can decide to keep students in their current groups (probably good for at least the first module – monitor how it is going, and perhaps change the groups for the next module (ie mixing up learners with different strengths). Monitor the discussion, summarize, provide insights, feedback etc.

Assignment 1(due next week) and TCPS 2 core– remind learners to get started on the Assignment as well as the TCPS 2 core tutorial (takes a long time).

#### Lesson 3

**Learning Activity 1: Different Levels of Research Ethics (see course for description)**

**Learning Activity 2: Small Group Activity: Simulated Research Ethics Board (REB) –** collaborative activity in small groups. A the end of this week, learners will submit their Module 1 Online Discussion Reflection (see later in this document for a sample and for the Online Discussions Rubric). Provide feedback and marks for this in as timely a fashion as possible so they can use this feedback as they move into Module 2.

**Final Project Component: TCPS 2: CORE Tutorial (DUE at the end of Module 2)**

Learners should have started this last week, and ideally should be done by the end of this week. It is one component of the final project (5%) BUT is a required component so they must provide the completion certificate to you. You may want to remind them to do complete if they haven’t as ethics informs the rest of the course (most assignments have a question about ethics).

##### Assignment 1 – Due this week

##### Module 1: Discussion Reflection - Due

### Module 2: Quantitative Research Methods

#### Lesson 4

**Learning Activity 1: The Scientific Method** (work through notes and websites – see course)

**Learning Activity 2: Developing an Evaluation Rubric—Small Group Activity**

Arrange students in small groups again (they will likely be together doing this for the next two lessons). They need to develop an evaluation rubric to evaluate the experimental design of a scientific study (criteria are provided), but may need some further direction. Monitor discussions, answer questions and provided feedback to group. They will use this rubric for the Final Project component for Module 2, so it is important that they get feedback on this as early as possible (ie if they are off track).

**Lessson 4 Self-Quiz (not for marks!)**

You may want to check the settings on this quiz. There are just 5 MC questions – so you can adjust release time, timing and how the learners see the questions. Default is 20 minutes, one question at a time.

**Assignment 2: Part 2: Evaluate an Experimental Design**

This is due at the end of week 6 – so you may want to assign an article this week (or choose to have learners choose their own article – there are two versions to this Assignment (see assignments).

Students have also been given the option to get in to pairs to review each other’s assignment (as practice for the final project peer review process) – there is a discussion area set up for this.

#### Lesson 5

**Learning Activity 1: Survey Research Methods** (see course for description – learners work through notes)

**Learning Activity 2: Evaluate a Survey Design**—Small Group Discussion – in the same groups learners develop a rubric to evaluated a survey. At the end of the week they should submit their Module 2: Discussion Reflection (worth 5%)

##### Module 2: Discussion Reflection - Due

#### Lesson 6

No discussion/activities – week to catch up. Assignment 2 is due, and students should also work on finishing the TCPS core tutorial.

##### Assignment 2: Part 2: Evaluate an Experimental Design Due

### Module 3: Qualitative Research

#### Lesson 7

**Learning Activity 1: Introduction to Qualitative** Research – learners worth through activities independently, there is also a self-quiz (in the Assessments section)

**Learning Activity 2: Five Major Approaches to Qualitative Research –** Reading and Questions (independent, not for marks) – You may want to provide a post or summary that helps bring these research approaches together.

Note: No collaborative activity this week – learners may have questions though! Learners may also want to get started on Assignment 3.

#### Lesson 8

**Learning Activity 1: The Qualitative Research Toolkit** – Reading/Questions, self quiz (in assessments)

**Learning Activity 2: Discussion Activity: Meaghan’s Case (Part I)** – assign students to small groups (or keep old ones…see how things are going!). They will use the results of this discussion for Assignment 3, so ensure that they are receiving feedback/guidance within their discussions.

**OPTIONAL: Learning Activity 3: Reflexivity in Qualitative Research –** reading (Hill article), questions – at the end of these two activities you may want to add a summary or outline some of the answers to the questions.

#### Lesson 9

**Learning Activity 1: Data Analysis and Interpretation –** readings and questions – there are pop-up answers for these.

**Learning Activity 2: Discussion Activity: Meghan’s Case (Part II) -**  continuation of discussion from last week (now looking at data analysis and theory) – monitor/feedback

##### Assignment 3 and Module 3 Discussion Reflection are due

### Module 4: Mixed Methods

#### Lesson 10

**Learning Activity 1: Mixed Methods vs. Multi-Methods –** Course notes,readings/questions

**Learning Activity 2: Identifying Mixed-Methods Research** – peer reviewed articles - questions

***Optional* Learning Activity 3: Strengths and Weaknesses of Mixed Methods Approaches –** Discussion activity if students have questions.

Assignment 4 is due next week (not at end of Module!)

#### Lesson 11

**Learning Activity 1: Mixed Methods Design –** Course notes – create a chart (will prep them for group activity), start on creating a proposal for mixed methods study (will need for next week and Final Project Component for this module) – so important even though it isn’t marked!

**Learning Activity 2: Mixed-Methods and Type 2 Diabetes –** Continuation of Meghan case

##### Assignment 4 is due this week (to allow for more time to work on next week’s activity which contributes to the final project component).

#### Lesson 12

**Learning Activity 1: Discussion Activity: Evaluating Mixed-Methods Research –** this is a paired activity – learners work in pairs to develop a matrix to evaluate a paper

##### Module 4: Discussion Reflection - due

##### Assignment 4 is due

##### Final Project – Peer Review

Students should organize themselves into pairs for the peer review process early in the week.

## Course Assignments and Assessments

RSMT 3501 is organized into four modules of three weeks each. Each module contains at least one group activity and concludes with an assignment.

### Discussions and Group Work (20%)

Students will participate in online discussions and small group activities that explore a variety of topics. These discussions support the learning from each other and the Open Learning Faculty Member, help build the class learning community, and provide opportunities for dialogue and debate on important ideas in the course as well as peer review of your work. At the end of each module, students will submit a self-reflection on their contributions to the group work in that module, and each reflection is worth 5 per cent of the course mark.

### Assignments (40%)

There is an assignment for each of the four modules.

Assignment 1 (10%)

Assignment 2 (10%)

Assignment 3 (10%)

Assignment 4 (10%)

**Totals (40%)**

### Final Project (40%)

The course concludes with a Final Project to be completed in the two-week period at the end of the course. A passing grade (50% or higher) must be obtained in the Final Project in order to receive a passing mark in the course.

#### Tri-council Ethics Certification

As part of the module on Research Ethics, you will work through the Tri-council Research Ethics Certification online program that will provide you with a certificate of completion. You will need to submit a copy of this certification as part of your final project to complete the course.

## Module Discussion Reflections

See each module for the templates for this. Below is a sample of the template for Module 1.

### Module 1: Discussion Reflection (5%)

Module 1 requires your participation in group discussions. At the end of Module 1, use this template to write a brief reflection for each collaborative activity, and then copy and paste one or two supporting messages and provide their URLs. Consult the Discussion Participation Criteria rubric and then assign yourself a mark. Your Open Learning Faculty Member will verify your report and adjust your mark as she or he sees fit.

Note: A mark of 0 (zero) can be allocated if the participation reported is not a true reflection of actual contributions.

For each of the following lesson’s collaborative activities, write a short paragraph (150–200 words) outlining your contributions, supplying evidence by providing copies of one or two supporting postings or other evidence.

* Lesson 2—Sabotage!
* Lesson 3—Simulated Research Ethics Board

An example start to your reflection could be, “My personal contributions to the success of the group in Lesson 1 were…”

### Online Discussion Criteria

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **4-5 marks** | **2-3 marks** | **0–1 marks** |
| Quality of posting | Sound evidence that a student has done the course readings and has a thorough knowledge of discussion topic  | Evidence that a student has done most of the course readings and has some knowledge of the discussion topic | Minor evidence that a student has done most of the course readings and understands the discussion topic |
| Communication skills  | Postings are clear, concise, and easy to understand | Postings are usually—but not always—clear, concise, and easy to understand | Postings are too short/long and/or unclear and hard to understand |
| Critical thinking and self-reflection | Exceptionally well- supported, thoughtful, and insightful comments made on others’ and own postings | Some evidence of critical thought and self-reflection on others’ and own postings | Minor evidence of critical thought and self-reflection on others’ and own postings |
| Participation | Regularly participates in and facilitates interaction among members of the online community | Interacts now and then with other members of the online community | Rarely interacts or responds to other members of the online community |
| Adherence to online protocol | All online protocols followed | A few online protocols not adhered to | Several online protocols not adhered to; e.g., use of disrespectful language |

## Assignments

### Assignment 1: Research Concepts and Ethics

This assignment for Module 1 consists of two parts: short-answer questions and responses to a short case, related to type 2 diabetes, which will run through the entire course.

This assignment is worth 10% of the final mark and will be marked out of 25.

#### Part 1: Short-Answer Questions

1. Write your own definition of epistemology. Consider your discipline—where do you think it sits within Creswell’s four philosophical worldviews? Explain your position. *(4 marks)*

*Individual answers*

1. Based on your small group discussion in Lesson 2, answer the following questions (*6 marks)*:
	1. What do you think drives changes in ethics approaches? Provide two examples from your discussion.
	2. Give examples of three different ethics issues that might be relevant for different disciplines.
	3. Compare and contrast ethics requirements at two different institutions. Make sure you highlight both the similarities in requirements, but also point out any unique requirements and the context of why these are important.

*Individual answers*

#### Part 2: Type 2 Diabetes Case and Responses

##### Type 2 Diabetes Background

In three of your assignments, you will consider questions related to one particular case, type 2 diabetes.

Type 2 diabetes makes up about 90% of the cases of this disease (10% are related to type 1) and is primarily a metabolic disorder characterized by high blood glucose levels leading to insulin resistance and deficiencies. It is often related to obesity and poor diet in adults (though not exclusively), and, in its early stages, it is often managed by increased exercise and dietary change. There are a variety of complications that can arise from having high blood glucose levels, such as heart disease, kidney problems, blindness, and poor circulation.

The rates of type 2 diabetes have increased, and the World Health Organization (WHO) has recognized it as a global epidemic (WHO, 2012). In response, research into a variety of aspects of the disease, including prevention, health, epidemiology, pharmacology, and clinical approaches, has increased. As type 2 diabetes research is cross-disciplinary, it is a good candidate to explore through the different research methods that we will cover during this course. We will follow the following case as part of each module.

##### Introduction to the Case

Meaghan is a 35-year-old who lives in Prince George, British Columbia. She has recently been diagnosed with type 2 diabetes. In some ways, she was very surprised to receive the diagnosis, as she is healthy and fit, although two of her cousins on her mother’s side are also diabetics. Meaghan is very active, running and cycling regularly, but she does find it hard to keep working out regularly during the winter months. Furthermore, she has never considered her daily diet as a particularly unhealthy one. Currently, she is processing the news of her diagnosis and thinking about what it will mean to be dependent on insulin monitoring and shots. Her doctor has recommended that she take a closer look at some of her lifestyle options for improving her outlook as a diabetic.

As we proceed through this course, we will revisit Meaghan and her progress as she begins her journey of understanding type 2 diabetes and the role the disease will play in her life.

##### Questions

Answer the following questions about the start of Meaghan’s journey:

1. Where would you suggest Meaghan look for information or research evidence? Provide Meaghan with a list of ways to help her discriminate between *good* and *bad* research. Differentiate between the different types of resources that are available. *(4 marks)*

*Answers*

* *Web research by be cognizant of unsubstantiated claims, industry sponsored research, reliability of sources*
* *Library – peer-reviewed journals*
* *Diabetes society – publicly distilled info*
* *Ask people who have diabetes*

*Good research: sound methods, peer-reviewed, followed subjects for long time, reasonably sized study population to base conclusions on, builds on existing studies*

*Bad research: ignore existing studies, not peer-reviewed, doesn’t address needs of patients, if a drug, compares new drug with drugs known to be problematic, ethics issues*

1. Consider the three type 2 diabetes scenarios that were provided in the “Lesson 2: Readings and Activities” notes. Three research scenarios were provided, outlining representative research studies from each of the three areas: quantitative, qualitative, and mixed-methods approaches. Consider Meaghan’s concerns about managing her health. Identify three different research questions Meaghan might be most interested in. For each of these questions, identify what methodological approach would be most appropriate and who might do the research. For ideas, you could search the relevant literature by using the TRU Library’s article databases. If you use any studies for the basis of your question, make sure you cite these sources. You will explore this literature in more detail in the coming modules, so for now just a general search through the databases should provide you with enough information. *(6 marks)*

*Individual answers*

1. Given what you know about Meaghan, what ethical concerns might she want to be aware of when she interacts with researchers and medical personnel? *(3 marks)*

*Anonymity, Confidentiality, Ethical issues (examples), other ethical issues identified by student acceptable*

1. How might she protect herself, her family, and her community? *(2 marks)*

*Ask questions, review ethics material, find out how long research material will be kept, ask to be kept in loop about results/findings, anonymity, research based on sound principles, research methodology involves randomization, etc.*

#### References

World Health Organization (WHO). (2012, August).Diabetes: Fact sheet no. 312. Retrieved from <http://www.who.int/mediacentre/factsheets/fs312/en/index.html>

### Assignment 2: Evaluate an Experimental Design

This assignment is worth 10% of the final mark and will be marked out of 15. There will be TWO different versions that are available for you to release to students (one will be hidden). You can choose to assign an article or you can let students choose an article. The default will be version B (you assign an article).

Follow these instructions to change which one is shown to students.

* In Build, go to the Assignments.
* Click on the down button to get a menu – choose either “show item” or “hide item” – to change which Assignment version the learners see.



#### Instructions (A)

Choose a research article published within the past year and evaluate its experimental design, using the rubric your group developed in Lesson 4. Justify your evaluation of the research paper in a review of 1.5 to 2 pages in length.

#### Instructions (B)

Your Open Learning Faculty Member will assign a recent research article that you will use to evaluate the experimental design, using the rubric your group developed in Lesson 4. Justify your evaluation of the research paper in a review of 1.5 to 2 pages in length.

### Assignment 3

Assignment 3 consists of two parts: short-answer questions (10 marks) and responses to the type 2 diabetes case that learners discussed in the group activities as part of the module (25 marks). This assignment is worth 10% of the final mark and will be marked out of 35.

#### Part 1: Short-Answer Questions

##### Instructions

**Read** through the research scenario described below, and answer the questions that follow. Determine which qualitative research approach is reflected in each statement and then discuss how you came to your conclusions. If you think that a statement might reflect multiple approaches, explain why you think so. Each question is worth two marks.

##### Research Scenario

Five qualitative researchers meet at a technology and Society conference. They discover that they are all conducting research about the different ways that young adults are using smartphones to form and maintain peer relationships. They also discover that each of their research projects takes a different qualitative approach to addressing this shared research interest. Read the following statements made by the researchers, and determine the qualitative approach guiding their research inquiry. Pay attention to the key words and descriptions of the research processes to decide if each statement describes a grounded theory, ethnography, phenomenology, case study, or narrative approach.

1. I carried out multiple, in-depth interviews with a graduate student to get a more complete picture of how smartphone use fits with his life experiences in forming and maintaining important relationships. [**Narrative**]
2. My research considers how young people working in a public health clinic use their smartphones in order to give their colleagues work-related advice and support in real time. I’m reviewing my first batch of data now and building some preliminary working themes while I continue to conduct more interviews. Eventually, I hope to develop an explanatory theory. [**Grounded theory**]
3. My research seeks to understand young peoples’ self perceptions of their use of smartphones in relationship building, and how they understand the impacts of this technology on their life experiences more broadly. [**Phenomenology**]
4. I spent a year observing and conducting in-depth interviews with young software developers at an Internet start-up company in order to learn about how their own personal use of smartphones impacts their approach to designing social media applications. [**Ethnography**]
5. I reviewed a number of published articles and short documentary films featuring smartphone use by young people from different cultures in order to make connections and draw distinctions between the role of the phones in mediating relationships. [**Case study**]

#### Part 2: Type 2 Diabetes Scenario

##### Instructions

Refer back to your discussion activities for this module and to the scenario that involves Meaghan and Terry. Although their case is fictional, the research problems and questions described are very real. For the current assignment, your Open Learning Faculty Member will assign you a research article that deals with the issue of type 2 diabetes in a particular population (e.g., an ethnic group or a particular socioeconomic population.) Compare and contrast the research approach, methods, theoretical lens, and data analysis techniques between your article and the Meghan/Terry case. What are the researchers’ findings in your assigned article? Use the questions that addressed in your group discussion as a guide for this mini-analysis. You can use the marking criteria in the following table for guidance on how to structure your review.

Note: Please post these criteria for the students (or adapt as necessary) – the assignment instructions directs that the OLFM will post the criteria (this is to make it more flexible for different instructors, as they may want to emphasize different areas)

|  |  |
| --- | --- |
| **Criteria** | **Marks** |
| Identification of research approach taken in article  | /2 |
| Explanation why the research problem is well-suited to qualitative approach in general and to the specific articulated qualitative design, in particular  | /2 |
| Comparison and contrast with Terry’s research approach  | /1 |
| Identification of how and where in the article research ethics are articulated and whether the research ethics used comply with the Tri-Council guidelines | /2 |
| Identification of research method(s)/design(s) used in article | /3 |
| Comparison and contrast with Terry’s research method(s)/design(s)  | /1 |
| Statement of theoretical lens used by study authors and explanation of why research article authors selected this lens | /3 |
| Identification of data analysis techniques used and comment on its appropriateness for the type of independent and dependent variables | /3 |
| Comparison and contrast with Terry’s data analysis techniques  | /1 |
| Identification of key research findings  | /3 |
| Compliance overall with standards of academic writing: clear, accurate, properly cited using APA 6th edition (2011) | /4 |
| **Total** | **/25** |

### Assignment 4

This assignment is worth 10% of the final mark and will be marked out of 20. When students have completed it, they will use the “Assignments” dropbox to submit it.

#### Instructions

**Read:**

Voorhees, C.M., Brady, M. K., & Horowitz, D. M. (2006). A voice from the silent masses: An exploratory and comparative analysis of noncomplainers. *Journal of the Academy of Marketing Science*, *34*(4), 514–527.

Answer the following questions. Online journals articles are available and can be retrieved through the TRU Library’s article databases.

1. Identify all the research method(s)/design(s) that Voorhees et al. used in their research. *(1 mark)*
2. Explain why Voorhees et al. used the particular research design. *(2 marks)*
3. How are the identified research method(s)/design(s) in question 1 (above) used in relation to each other? Specifically, did Voorhees et al. decide to use one identified method to answer their primary research question and another method to address an aspect of their primary research question or a secondary research question? *(3 marks)*
4. Review your Lesson Course notes on when and why you would use mixed methods and then discuss the appropriateness of Voorhees et al.’s use of the selected research methods(s)/design(s) for their research question(s). *(3 marks)*
5. List Voorhees et al.’s most important research finding(s). *(2 marks)*
6. Could Voorhees et al. find their most important research finding(s) identified in question 5 (above) if they had not used their particular research method(s)/design(s)? Explain. *(2 marks)*
7. Identify key strengths and weaknesses of Voorhees et al.’s research method(s)/design(s). *(3 marks)*

Before you submit your assignment, ensure that it complies with the standards of academic writing: clear, accurate, properly cited using APA 6th edition (2011). *(4 marks)*

# Final Project

Your Final Project consists of two major components. The first is to complete a tutorial on the ethical practices, provided by the Tri-Council committee on ethics. This component is due at the end of Module 2, but you are encouraged to complete it as soon as possible as it will inform your ideas about research throughout the whole course. The second component will require you to design a proposal for a mixed-methods research project and to provide a peer review of this proposal for another students. This final component will be due two weeks after the end of the course (end of Week 14), but you are encourage to start thinking about it early in the course, as you can choose a topic and start investigating as you work through the different types of research approaches.

The Final Project is broken down into the following components:

|  |  |
| --- | --- |
| **Component** | **Weighting** |
| Tri-Council Tutorial on Research Ethics (no peer review) | 10% |
| Mixed Methods Research Design | 20% |
| Provide a critical peer review for Mixed Methods Research Design  | 10% |

## Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (10%)

Research with humans must be done using standards that meet the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2).

An online tutorial has been created at the Tri-Council website to provide researchers with an overview of the standards. The tutorial will provide you with a thorough foundation in ethics that is applicable to all disciplines and methodologies. Completing the tutorial will provide you with an idea of what you must be aware of when creating a research proposal.

The TCPS 2: CORE website, <http://tcps2core.ca/welcome>, is highly interactive, including case studies, examples for you to work through, and quizzes. You are expected to complete all website interactive components. **In addition, a study guide is available for you to download (see Module 1, Lesson 2, Final Project Component: TCPS 2: CORE Tutorial section)**. Completing this guide will assist you with learning key ideas and provide you with a reference for future consultation.

In order to complete this tutorial, you will need to create an account at the TCPS 2: CORE website. For your institution, select Thompson Rivers University and use your @tru.ca email.

You may also want to check out the TCPS 2: CORE user guide. There is a commonly asked questions section.

There are eight modules to complete. You can complete the entire tutorial at one sitting, or save your work and return later.

Upon completion of the online tutorial, you will receive a completion certificate (PDF format) from the TCPS 2: CORE website. You will download and submit the certificate to your Open Learning Faculty Member. Completion of this certificate will be worth 5% of the final project overall mark and is required to complete the course.

## Peer Review (10%)

In this course, you have an opportunity to provide and receive feedback on your research design before you submit your final version. The review process is invaluable; not only does it improve your work, it also gives you an opportunity to see and comment on others’ work—which then can inform your own. All research that is published in journals goes through a rigorous peer-review process—likewise, you are getting to participate in an activity that is an integral part of the research process.

Throughout the course you will be using and/or creating evaluation criteria for each type of research approach. You can then use these criteria as you complete your review. Before you start, go to the following links, which provide some general guidelines and recommendations for participating in a peer review process:

**“Guidelines for Students – Peer Review”,** <http://serc.carleton.edu/sp/library/peerreview/tips.html> —a resource developed at Carleton University

**“Peer Review Guidelines for Students,** <http://www.uncg.edu/hhp/oaa/tl_strategies.html> — a resource and checklist from the University of North Carolina at Greensboro—that helps you consider ways to give and receive feedback in a positive way

While preparing your peer review, attend to both the components and academic writing standards required, as follows.

### Required Components

* Are all of the critical components present? If not, recommend further information to include.
* Is the analysis or outline critical? Does it relate to the concepts from the course?

### Grammar, Style, and Citations

* Are there any grammatical or spelling problems?
* Were citations included and properly done?
* Does the writing flow well? Is it easy to follow?

Provide your peer reviews as part of your Final Project documents you send to your Open Learning Faculty Member.

## Mixed Methods Research Design (20%)

Your research proposal for a mixed methods approach will be submitted for this component of your Final Project, which is due in Week 14. Your Open Learning Faculty Member will provide you with detailed criteria on how this component will be evaluated.

Your project description should outline the following aspects:

1. The research questions, the research purpose, and either the hypothesis that will be tested or what will be described as part of the research (predictions, inferences).
2. Who or what will be the focus of the research (participants/variables)?
3. Discuss the aspects of timing, weighting, mixing, and theorizing aspects in your mixed methods design.
4. Identify the various mixed methods strategies that you may consider in relation to the research questions.
5. Argue which mixed method strategy will best enable you to answer the research questions.
6. Outline any ethical considerations that you will need to consider.
7. Outline the different steps that you should follow to conduct your research.

You will also need to provide a section that details how you incorporated your peer feedback into your final version. Identify which aspect you used, why you think they were important, and what aspect you did not incorporate and why.