

Educational Research II

EDUC 5463



Version 1.0.0

Southern Wesleyan University

Central, Charleston, Columbia, Greenville, Greenwood, Spartanburg, North Augusta
South Carolina

Mission

Southern Wesleyan University is a private, Christian, non-profit institution and is affiliated with The Wesleyan Church. The university is governed by a Board of Trustees and seeks to accomplish the following institutional mission:

To help men and women become all God intends them to be through an excellent learning experience that promotes intellectual inquiry, fosters spiritual maturity, equips for service, and mobilizes leaders whose lives transform their world through faith, knowledge, love and hope as they serve Jesus Christ and others.

The School of Education Mission

“Educators who demonstrate scholarship within a Christian ethic of care”

Conceptual Framework

As scholars who demonstrate a Christian ethic of care through their actions, teachers [leaders] should exhibit a professional demeanor. As professional educators, they clarify objectives, ideas, and thoughts. They define the values that give direction to their lives and teaching. Individuals define themselves and their surroundings according to their attitudes, beliefs, and values (Rubin, 1985). As a consequence of living out what they know and what they believe, they instill confidence in others who may choose to follow. These individuals set the standards for the profession and give it direction. Guided by their attitudes, beliefs, and values, individuals with a clear sense of direction can change the climate of a school. Leadership candidates who demonstrate competence in meeting the requirements of the Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) performance standards, as well as Interstate New Teacher Assessment and Support Consortium (INTASC) Principle 10 (constituent relations), and the Educational Leadership Constituent Council (ELCC) standards can impact the school environment in a way that demonstrates the belief in the worth of each individual, the belief that all children can learn, and the belief that effective teaching can impact learning outcomes. Those whose leadership practices are aligned with the ELCC Standards and the School of Education’s dispositions Principle 11 (a Christian ethic of care) can similarly influence the field of education within the context of their unique positions.

These elements – service to others, sensitivity to learners, reflective practice, and professional leadership – also permeate the conceptual framework as specific dispositions relating to a Christian ethic of care to self, learners, colleagues, and community. As Southern Wesleyan prepares teacher candidates to assume pivotal roles in America’s public schools, the elements of the conceptual framework have been linked to the principles established by the Interstate School Leaders Licensure Consortium (ISLLC) and ELCC Standards. A leadership candidate’s performance during internship is assessed using South Carolina’s assessment standards as found in PADEPP. These standards are aligned with the ELCC Principles.

Teaching and Learning at Southern Wesleyan University

As educators, we view teaching and learning as a complex endeavor relying upon what we know about how the human brain functions, how students develop cognitively, and how to arrange learning

experiences accordingly. However, teaching is not formulaic or unproblematic. Teachers cannot view the learning process solely as an applied science because it is also a social practice. Human beings bring all sorts of emotional, psychosocial, and spiritual issues with them into the learning experience, which often cannot easily be identified or understood. For that reason, teaching is much like a dance between the applied science and the social practice—it is an art form that requires preparation, reflection, adeptness, practice, and prayer. This syllabus will help faculty and candidates as they engage in the complex learning enterprise.

Connection to the Mission of Southern Wesleyan University

This syllabus is designed to assist instructors as they create an “excellent learning experience that promotes intellectual inquiry, fosters spiritual growth, equips for service, and mobilizes leaders whose lives transform their world...” As such, it should target not only the important things for candidates to know and be able to do in their chosen fields, but it should be intentional about helping candidates to develop deep understandings that will endure and the ability to critique their own assumptions, beliefs, and values.

Learning Teams

Learning Teams are often a valued strategy used in the syllabi. However, the instructor reserves the right to organize homogeneous groups based on similar subject area concentrations or certification levels. In such cases, the homogeneous groups would facilitate cooperative learning based on the assigned activities.

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. The university’s teacher education programs are also approved by the South Carolina State Board of Education.



EDUC 5463

Educational Research II

Course Description

The course consists of a defining research project related to a current educational issue and a presentation of the findings to course members and faculty.

EDUC 5263 *Educational Research I* and EDUC 5463 *Educational Research II* are essentially one intensive course in research methods. The primary outcome of these courses is the completion of an entire research project which includes the writing of a research paper (a minimum of 25 pp. in length excluding cover p., table of contents, appendices, and any other ancillary sections) of the type that might be published in a professional journal. The student is also expected to complete a 15-minute oral presentation in a form that might be encountered at a professional conference.

The development of the research project occurs during these two courses. However, these courses are separated by four courses that encompass approximately 28 weeks. The research project will be planned in the first course with the completion of the research proposal. This proposal will consist of the initial chapters of the research paper including the introduction, review of related literature, and methodology. Each student is expected to engage in the collection of data and complete the analysis of the data during the 28-week period separating the two research courses. Data analysis and the completion of the research paper, as well as an oral presentation on the project, are expected to occur during the final course.

The process of research is best learned by actually engaging in the process. The element of learning by doing combined with the compact nature of these courses places a reasonably high set of expectations in terms of work upon both the student and the faculty member. The importance of the timely completion of course work cannot be understated. A portion of course work must be submitted promptly so the instructor can offer comments and suggestions in order for revisions to be resubmitted punctually. The well-timed completion of work, along with timely feedback, forms a key aspect of the course.

Course Learning Outcomes

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

- describe and use different techniques for conducting research in an ethical manner.
- describe and use appropriate techniques for data analysis and interpretation.
- communicate the findings of educational research to others.
- describe and illustrate the format and nature of a professional research project.
- complete and conduct an oral presentation on a research project.

Course Learning Assignments and Assessments

Scoring Guides for Papers and Presentations

All scoring guides for papers and presentations for this course are contained on Chalk and Wire (www.chalkandwire.com/swu).

Students will

- read or reread selected chapters of the textbook.
- complete the results/findings chapter of the research paper in draft and revised formats.
- complete the discussion chapter of the research paper in draft and revised form.
- participate in all sessions, providing regular oral reports on the progress of the work.
- participate in learning team activities and assignments. This includes a particular emphasis on providing constructive, useful feedback to learning team members about their research projects.
- complete acceptable versions of the second half of a research paper (i.e., the results/findings and discussion chapters of a research project), along with front and back material.

TEXTBOOKS

American Psychological Association. (2009). *Publication manual of the American psychological association* (6th ed.). Washington, DC: American Psychological Association.

Wiersma, W., & Jurs, S.G. (2009). *Research Methods in Education* (9th ed.). Boston: Allyn and Bacon.

EDUC 5463 – SESSION ONE

Objectives	Assignments to be Completed Prior to this Session
<p>Students will be able to</p> <ul style="list-style-type: none">• describe the nature and techniques of quantitative and qualitative data analysis.• describe and illustrate basic techniques in quantitative statistical analysis.	<p>Individual</p> <ol style="list-style-type: none">1. Read Chapters 15-16 in the Wiersma text.2. Provide copies of your completed research proposal and the revised introduction and revised methods/procedures chapters of your research paper, in case the faculty member is not the same one who taught EDUC 5263, <i>Educational Research II</i>.3. Be prepared to give a brief oral report on the progress or completion of your data collection and a brief report about how you will organize and analyze your data. <p>Learning Team</p> <ol style="list-style-type: none">1. Since it has been six months between this course and <i>Educational Research I</i>, learning team members should each give a brief report on the progress of his/her data collection.2. Describe your data collection to the other group members. Discuss your proposed procedures for organizing data, analyzing data, and arriving at conclusions.3. Discuss and solve Exercises 15.1 and 15.6 on pp. 378-379 in the Wiersma text.

EDUC 5463 – SESSION TWO

Objectives	Assignments to be Completed Prior to this Session
<p>Students will be able to</p> <ul style="list-style-type: none">• compare and distinguish between quantitative and qualitative research, especially with regard to reporting formats and with regard to the format of the results/findings chapter of a research project.• discuss quantitative and qualitative data analysis procedures.	<p>Individual</p> <ol style="list-style-type: none">1. Reread pp. 404–434 in the Wiersma text.2. Complete Exercises 17.1, 17.4 and 17.5 on pp. 432-433 in the Wiersma text. <p>Learning Team</p> <ol style="list-style-type: none">1. Discuss each team member's solutions to Exercises 17.1, 17.4 and 17.5 on pp. 432-433 in the Wiersma text.2. Discuss how Chapter 4 (results/findings) of the research project might be presented to demonstrate the results of the data collection best.

EDUC 5463 – SESSION THREE

Objectives	Assignments to be Completed Prior to this Session
<p>Students will be able to</p> <ul style="list-style-type: none">• discuss the ethical and legal consideration in conducting research and analyzing statistical data.• discuss the major headings of a research report.• work with others in developing and analyzing research solutions to practical educational problems.	<p>Individual</p> <ol style="list-style-type: none">1. Read Chapter 4 and Appendix 1 (Ethical and Legal Issues) in the Wiersma text.2. Complete, for submission, the draft version of Chapter 4 of your research project.3. Read Case Study 1 in Appendix A and be prepared to discuss this case study in your learning team meeting. <p>Learning Team</p> <ol style="list-style-type: none">1. Discuss and provide feedback about the draft version of the results/findings chapter with other team members.2. Discuss Case Study 1 in Appendix A and decide upon the appropriate data organization and statistical analyses to answer the questions given in the case study. Also discuss the formats (e.g., figure or tables) that might be used for presenting the results of the analyses in both written and oral reports.

EDUC 5463 – SESSION FOUR

Objectives	Assignments to be Completed Prior to this Session
Students will be able to <ul style="list-style-type: none">• describe the five chapter formats of an educational research project.• work with others in developing and analyzing in evaluating research reports for validity and reliability.	Individual <ol style="list-style-type: none">1. Read Chapter 5 in the Wiersma text.2. Complete the draft version of Chapter 5 of your research project.3. Read Case Study 2 in Appendix A and be prepared to discuss this case study in your team meeting.4. Be prepared to present all five chapters of your research project in the learning team meeting. Learning Team <ol style="list-style-type: none">1. Discuss and provide feedback about the draft version of the discussion chapter with other team members.2. Discuss and provide feedback for each student's entire five-chapter project.3. Discuss Case Study 2 in Appendix A and decide upon the appropriate data organization and statistical analyses to answer the questions given in the case study. In addition, team members should discuss the formats (e.g., figures or tables) they will use for presenting the results of their analyses in both written and oral reports. Members may want to arrange to meet at a location where computer resources (e.g., Microsoft Excel) are available so that they may conduct the appropriate analyses.4. The learning team will work together to complete Exercises 5.1 and 5.2 from p. 116 in the Wiersma text.

EDUC 5463 – SESSION FIVE

Objectives	Assignments to be Completed Prior to this Session
<p>Students will be able to</p> <ul style="list-style-type: none">• describe the front and back (ancillary) parts of a research project.• describe the format and structure of an oral report of a research project.	<p>Individual</p> <ol style="list-style-type: none">1. Read pp. 296–302 of the text <i>Publication Manual of the APA</i>.2. Read Case Study 3 in Appendix A and be prepared to discuss this case study in the learning team meeting.3. Based on the reading of Chapter 4 (assigned reading for Session Three), be prepared to discuss the structure of the research oral report. <p>Learning Team</p> <ol style="list-style-type: none">1. Based on the assigned reading, discuss the front and back (ancillary) parts of the research project.2. Discuss Case Study 3 in Appendix A and decide upon the appropriate data organization and statistical analyses to answer the questions given in the case study. Members may want to arrange to meet at a location where computer resources (e.g., Microsoft Excel) are available so that they may conduct the appropriate analyses.

EDUC 5463 – SESSION SIX

Objectives	Assignments to be Completed Prior to this Session
<p>Students will be able to</p> <ul style="list-style-type: none">• complete and submit the final version of an entire research project if presenting during Session Six.• give an oral presentation of his/her research project if presenting during Session Six.	<p>Individual</p> <ol style="list-style-type: none">1. Complete the final version of your research project (including front and back material) for submission if you are presenting during Session Six. Upload final version to Chalk and Wire.2. Prepare the oral presentation for your research project if you are presenting during Session Six. <p>Learning Team</p> <ol style="list-style-type: none">1. Discuss and provide feedback on the final versions of the individual research projects.2. Discuss and provide feedback on the oral presentations for the individual research projects.

EDUC 5463 – SESSION SEVEN

Objectives	Assignments to be Completed Prior to this Session
<p>Students will be able to</p> <ul style="list-style-type: none">• complete and submit the final version of an entire research project if presenting during Session Seven.• give an oral presentation of his/her research project if presenting during Session Seven.	<p>Individual</p> <ol style="list-style-type: none">1. Complete the final version of your research project (including front and back material) for submission if you are presenting during Session Seven. Upload final version to Chalk and Wire.2. Prepare the oral presentation for your research project if you are presenting during Session Seven. <p>Learning Team</p> <ol style="list-style-type: none">1. Discuss and provide feedback on the final versions of the individual research projects.2. Discuss and provide feedback on the oral presentations for the individual research projects.

Course Policies and Miscellaneous Information

Attendance Policy

Sessions are held once a week for four hours, and attendance is mandatory. At these sessions, the entire class meets with the facilitator who maintains attendance records and submits the records to the AGS office. A pattern of absences is unacceptable and will be dealt with in the manner stated below. By agreement with the facilitator, one session during an individual course may be missed if work is made up. The absence must be reflected in the class participation portion of the student's final grade. There is no provision for a student to miss more than **25%** of the sessions in any one course. In most cases, missing more than one session exceeds the 25% limit. Any student who misses more than 25% of the sessions for any course will receive a grade of 0.0 or No Credit for that course and will be required to repeat the course at their expense.

Academic Integrity

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. Members of this community of learners (students, faculty, staff, and administrators) are expected to treat each other as honorable until this trust is betrayed. Any form of academic dishonesty (including cheating, plagiarism, and falsification of documents) constitutes a serious breach of trust. No form of academic dishonesty will be tolerated.

If a student has cheated, that student should voluntarily come forward and confess. If the student does so, the penalty is a failing grade of 0.0 on the work involved. If the student admits guilt only after being confronted, the penalty is both a grade of 0.0 on the work involved and a 10% grade reduction in the course. If a faculty member is convinced that a student has cheated and the student does not admit the offense, the faculty member may assess a grade of NC or 0.0 for the course. (See Grade Appeal Procedure of the AGS Handbook for additional information.) Plagiarism (the use of another's material, methods, or ideas without giving the originator proper credit) and fabrication (forging or inventing information) are special forms of cheating. It is the responsibility of each student and faculty member to properly follow the American Psychological Association (APA) style of documentation to avoid plagiarism. Any student found guilty of plagiarism or fabrication will receive a grade of 0.0 as outlined in the paragraph above. Academic dishonesty outside the context of a course will be dealt with in a manner appropriate to the situation. The penalty may include expulsion from the university, and, in cases of fraud, appropriate legal action. Appeals in these cases will be heard by the provost with final appeal to the Academic Council.

Accommodations for Students with Disabilities

Accommodations are made for students with disabilities who document the disability and request accommodations. The documentation and a request for appropriate accommodations should be sent to the Associate Vice President for Student Services (AGS). The documentation and request are forwarded to Martha Mishoe (mmishoe@swu.edu) who coordinates services to students with disabilities for the university.

Appendix A

Case Study 1

MATH CURRICULUM EVALUATION AT MONTROSE MIDDLE SCHOOL

Montrose Middle School has been selected to participate in the evaluation of a new discovery-based, curriculum for teaching math skills. Four "grade 7" classes are selected from the school (Classes A, B, C, and D) with 13, 9, 11, and 11 students in each class, respectively. The number of students in each class is reduced to facilitate data entry and analysis. At the beginning of the school year, all the students participating in the research are given a basic math skills exam (student scores are given below rounded to the nearest percent out of 100). Classes A and B are then assigned to the new math curriculum, and classes C and D continue using the math curriculum that was previously used. Ms. Jones teaches classes B and C, and Ms. Smith teaches classes A and D. (In other words, each teacher teaches one traditional curriculum and one discovery-based curriculum class.) In December of the same year, all the students are given another math skills exam; these scores are also given below.

As an employee of the school district with some experience (at least one course) in research, you are asked to analyze the data with the intention of reporting the conclusions that may be drawn from the data. Make any recommendations that you think are appropriate.

STUDENTI	CLASS	CURRICUL	TEST ONE	TEST TWO
1	1	1	55	79
23	3	2	62	64
5	2	1	63	81
33	4	2	63	70
24	4	2	63	68
30	3	2	65	71
26	4	2	65	67
2	1	1	68	83
25	3	2	68	71
4	1	1	70	85
32	3	2	73	81
6	1	1	72	87
44	3	2	73	
31	3	2	75	79
9	2	1	76	85
29	3	2	76	79
22	1	1	74	
39	4	2	75	82
10	1	1	77	88
27	4	2	77	79
35	4	2	76	84
37	4	2	76	80
8	1	1	79	90
14	1	1	81	91
41	3	2	81	87
12	2	1	82	89
28	3	2	81	80
11	1	1	83	92

STUDENTI	CLASS	CURRICUL	TEST ONE	TEST TWO
19	2	1	81	97
34	3	2	87	85
13	2	1	85	95
16	1	1	84	93
17	1	1	86	98
38	4	2	87	90
36	4	2	87	88
18	2	1	89	100
15	1	1	88	95
20	2	1	92	100
40	4	2	90	91
43	4	2	96	97
42	3	2	94	100
21	2	1	99	100
7	1	1		79
3	2	1		77

The variables (and data) above are as follows. STUDENTI, the first column of data, simply indicates the identity number assigned to that student. CLASS, the second column of data, gives the class (A = 1, B = 2, C = 3, D = 4). CURRICUL, the third column, indicates which curriculum the student used (1 = the new curriculum, 2 = the traditional curriculum). Test one and test two give the scores on the math skills exam at the beginning of the school year and in December of the same year, respectively.

Appendix A

Case Study 2

SUICIDE PREVENTION PROGRAMS IN SOUTH CAROLINA HIGH SCHOOLS

A school psychologist is examining how common suicide prevention programs are in South Carolina high schools. The school psychologist has randomly selected 70 schools; this group of schools is drawn from a list of all public and private schools in S.C. that teach all of grades 9–12. The school psychologist sends a survey to the chief counselor of the selected schools. The psychologist receives completed surveys from 42 schools; four more schools return incomplete surveys or surveys from which information cannot be gathered. An example survey is provided below.

Suicide Prevention Program Survey

1. How many students are enrolled (approximately) at your school?
2. How many guidance counselors are there at your school?
3. Which of the following suicide prevention strategies does your school use?

General suicide education (within a health class)

Students learn about suicide, its warning signs, and how to seek help for themselves or others. These programs often incorporate a variety of activities that develop self-esteem and social competency.

In school []

General suicide education (in a class other than a health class)

As explained above, but in a class other than a health class.

In school []

Screening programs

A questionnaire or other screening instruments used to identify high-risk adolescents and young adults and provide further assessment and treatment. Repeated assessment can be used to measure changes in attitudes or behaviors over time, to test the effectiveness of a prevention strategy, and to detect potential suicidal behavior.

In school []

Peer support programs

These programs, which can be conducted in or outside of school, are designed to foster peer relationships and competency in social skills among high-risk adolescents and young adults.

In school []

Intervention after a suicide

These programs focus on friends and relatives of persons who have committed suicide. They are partially designed to help prevent or contain suicide clusters and to help adolescents and young adults cope effectively with the feelings of loss that follow the sudden death of a peer

In school []

Informal or on an as-needed basis

While no formal program exists, any student who is deemed at risk is handled on an individual basis. No mass prevention strategies are employed.

In school []

None of the above

In school []

The data from the returned completed surveys is given below. Descriptions of the data are given after the data. You are asked to help in analyzing and evaluating the data, with the intention of reporting the conclusions that may be drawn from the data. Make any recommendations that you think are appropriate.

SCHOOLID	ATTEND	COUNSEL	HEALTH	NONHEALTH	SCREEN	PEER	INTERVEN	INFORMAL	NONE
1	506	2	0	0	0	0	0	0	1
2	800	3	1	0	0	1	0	1	0
3	295	1	0	0	0	0	0	0	1
4	487	1	0	0	0	1	0	0	0
5	444	3	0	0	0	1	0	0	0
6	304	1	1	0	0	0	1	0	0
7	328	1	0	1	0	0	0	1	0
8	695	2	1	0	0	0	0	0	0
9	571	2	0	0	0	0	1	0	0
10	275	3	0	1	1	0	0	1	0
11	538	4	0	1	0	0	1	1	0
12	668	3	0	0	0	0	0	0	1
13	508	4	1	0	0	1	1	1	0
14	220	2	1	0	0	0	1	1	0
15	367	1	0	1	0	0	0	1	0
16	400	3	1	0	0	0	1	1	0
17	397	2	0	0	0	1	0	1	0
18	477	2	0	0	0	0	1	1	0
19	526	1	0	0	0	0	0	1	0
20	254	3	0	0	1	0	0	0	0
21	675	3	0	0	0	0	1	1	0
22	430	3	1	0	0	0	0	1	0
23	372	3	0	0	0	0	0	0	1
24	543	2	0	0	0	0	0	0	1
25	765	3	0	0	0	0	0	1	0
26	400	3	1	0	0	0	1	1	0
27	606	2	0	1	0	0	0	1	0
28	482	4	0	1	1	0	1	1	0
29	735	2	0	1	0	0	0	1	0
30	645	3	0	0	0	1	1	0	0
31	568	4	0	0	0	0	1	1	0
32	502	3	0	1	0	1	0	1	0
33	584	3	0	0	0	0	0	0	0
34	652	4	0	1	0	1	1	1	0
35	476	2	0	0	0	0	0	1	0
36	337	2	1	0	1	0	1	1	0
37	442	2	0	0	0	1	0	1	0
38	580	4	1	1	1	0	0	1	0

39	451	2	0	1	0	0	1	0	0
40	345	3	0	0	0	0	1	1	0
41	453	2	0	0	0	0	1	0	0
42	522	2	1	1	0	0	0	1	0

The variables (and data) above are as follows. SCHOOLID, the first column of data, simply indicates the identity number assigned to each school that responded. ATTEND, the second column of data, gives the number of students currently enrolled at that high school. COUNSEL, the third column, gives the number of full-time guidance counselors at that school. The remaining seven columns, entitled, respectively, HEALTH, NONHEALT, SCREEN, PEER, INTERVEN, INFORMAL, NONE, indicate counselor responses to the third question of the survey. A 0 in the column means that the counselor indicated that the school does NOT have that suicide prevention program; a 1 indicates the school does have that program.

Appendix A

Case Study 3

READING READINESS SKILLS AND SPEECH DEFICITS IN WASHINGTON ELEMENTARY SCHOOL

You are collaborating with a speech therapist in your school to examine the state of reading readiness skills in beginning grade 1 students in Washington Elementary School and whether these reading readiness skills are related to oral speech deficits (e.g., lisps), or whether these reading readiness skills are related to socioeconomic status (SES). All of the beginning grade 1 students are given a reading readiness test in the beginning of September of the school year. At the same time, data is collected from surveys of, and discussions with parents, about the SES of the students. Finally, throughout September, the speech therapist briefly tests each student and rates the "speech" skills of the students. The data are given below. Please analyze the data with the intention of reporting the conclusions that may be drawn from the data. Make any recommendations that you think are appropriate.

STUDENTID	READSCOR	SES	SPEECH
1	7	1	2
2	8	1	5
3	3	3	1
4	8	2	3
5	8	2	3
6	4	1	3
7	6	1	5
8	3	1	2
9	6	2	3
10	3	1	3
11	2	2	1
12	4	1	4
13	9	2	5
14	10	3	5
15	3	3	4
16	2	3	2
17	2	2	2
18	2	1	4
19	3	2	4
20	10	2	4
21	9	2	4
22	4	1	3
23	4	1	4
24	8	2	3
25	9	2	3
26	6	3	4
27	3	2	5
28	9	3	4
29	7	3	4
30	5	1	3
31	2	1	3
32	4	2	3
33	1	3	2

STUDENID	READSCOR	SES	SPEECH
34	5	2	3
35	3	2	3
36	1	1	1
37	10	2	5
38	7	2	5
39	10	2	5

The variables (and data) above are as follows. STUDENID, the first column of data, simply indicates the identity number assigned to that student. READSCOR, the second column of data, gives the student's reading readiness rating. The scores for the reading readiness test are given on a scale of 1–10, where 1 means that the student requires substantial remediation, and a score of 10 means that the student's reading readiness is excellent. A score of 4 on the scale could indicate the basic minimum to develop reading skills at an appropriate pace. SES, the third column of data, indicates the student's Socio-Economic Status (low SES = 1, medium SES = 2, or high SES = 3), based upon interviews, income, and so on. SPEECH, the fourth column, gives the student's speech score on a scale of 1–5, where 1 indicates the student noticeably requires remedial speech therapy, a score of 2 means that speech therapy must be useful but is not necessary. Scores above 2 indicate the students show relatively good speech skills.

Appendix B

Evaluation of Oral Presentation

Class Identification _____ Date _____

Evaluated by _____

Students' Names																
DELIVERY																
Clear introduction																
Poise																
Eye contact																
Appropriate mode																
Enthusiasm																
Voice control																
Acceptable pronunciation and grammar																
Avoidance annoying mannerisms																
Clear closing																
Time length																
CONTENT & ORGANIZATION																
Main points clear at beginning																
Development/support of main ideas																
Concrete support for main ideas																
Effective use of repetition and transitions																
VISUAL AIDS (if applicable)																
Effective kinds																
Effective sizes																
Ease in handling																
ABILITY TO ANSWER QUESTIONS																
OVERALL EFFECTIVENESS																
TOTAL POINTS																

Grading Scale: 4 = Outstanding 3 = Good 2 = Fair 1 = Needs Improvement Place any comments on back.

Appendix C

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

Proposition 1: Teachers are Committed to Students and Their Learning

- A.** NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- B.** They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- C.** NBCTs understand how students develop and learn.
- D.** They respect the cultural and family differences students bring to their classroom.
- E.** They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
- F.** NBCTs are also concerned with the development of character and civic responsibility.

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

- A.** NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- B.** They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- C.** They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

- A.** NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- B.** They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- C.** NBCTs know how to assess the progress of individual students as well as the class as a whole.
- D.** They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

- A.** NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
- B.** They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- C.** They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities.

- A.** NBCTs collaborate with others to improve student learning.
- B.** They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- C.** They work with other professionals on instructional policy, curriculum development and staff development.
- D.** They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- E.** They know how to work collaboratively with parents to engage them productively in the work of the school.

(Additional standard added by Southern Wesleyan University School of Education)

Proposition 6: Teachers Uphold a Christian Ethic of Care.

- A.** Teachers exhibit care for self.
- B.** Teachers exhibit care for learners.
- C.** Teachers exhibit care for colleagues.
- D.** Teachers exhibit care for the community.

Appendix D

Using Rickman Library

A Webpage specifically designed for AGS Students will help you

- 1) learn about the library.
- 2) learn how to evaluate the materials you find.
- 3) learn how to access research materials, books, periodicals, etc.
- 4) learn how to request materials you need.

The screenshot shows a web browser window with the address <http://swu.edu/library/agsinformation.html>. The page has a blue sidebar menu on the left with links to CALENDAR, CONFERENCE SERVICES, DIRECTORY, FINANCIAL AID, GIVING, EMPLOYMENT, COMPUTING SERVICES, LIBRARY, AGS Students, Databases by Subject, Databases by Title, Staff, NEWS, SPIRITUAL LIFE, STUDENT LIFE, MYCAMPUS LOG IN, and E-MAIL LOG IN. The main content area is titled "LIBRARY > AGS Students" and "INFORMATION FOR AGS STUDENTS". It includes links for AGS Undergraduate programs (Master of Business Administration, Master of Science in Management, Master of Ministry, Master of Education), a "Getting Started With Research" section with a link to "Introduction to Rickman Library - A video overview of library services" (callout 1), a "How to Evaluate Websites" section with links to "Powerpoint" and "Rubric" (callout 2), a "Borrowing Library Materials" section with instructions on using SWUcat, PASCALCAT, and the Request Materials form (callout 3), and an "Accessing Databases" section with instructions on using passwords and accessing off-campus databases (callout 4). At the bottom, there are logos for "US News & World Report Best Colleges 2010" and "Best Southeastern College", and a "Research Assistance" section with contact information for Erin Washington and Anita Gray.

LIBRARY > AGS Students

INFORMATION FOR AGS STUDENTS

[AGS Undergraduate](#)

[Master of Business Administration](#) [Master of Ministry](#)
[Master of Science in Management](#) [Master of Education](#)

Getting Started With Research

[Introduction to Rickman Library](#) - A video overview of library services ← 1

How to Evaluate Websites

- [Powerpoint](#) ← 2
- [Rubric](#)

Borrowing Library Materials

3 Look for items in [SWUcat](#) and [PASCALCAT](#).
• Use the [Request Materials](#) form to have items MAILED DIRECTLY TO YOUR HOUSE.
• Fill out the [Borrowing Card](#) to request borrowing privileges from any other college or university library within South Carolina. ← 4

Accessing Databases

- Use the passwords on the ORANGE SHEET to access databases FROM HOME.
- Only EBSCO and GALE/INFOTRAC databases may be accessed off-campus at present.
- ALL [Rickman Library databases](#) may be accessed from Learning Centers and the main campus in Central.

Research Assistance

- E-mail library@swu.edu Call 1-800-289-1292, ext. 5060 or 864-844-5060
- Click [here](#) to chat with a Rickman Library Librarian

US News & World Report Best Colleges 2010
Best Southeastern College

Need help? Ask one of your reference librarians:

Erin Washington (ewashington@swu.edu) or Anita Gray (agray@swu.edu)

June 2010

Appendix E

Instructions for Using Smarthinking

Smarthinking offers FREE online tutoring 24 hours a day, 7 days a week. You can connect with a highly qualified tutor in a live, interactive whiteboard environment to get help with writing, math, statistics, accounting, economics, biology, chemistry, physics, and more.

Note: To create your FREE account in Smarthinking, you must access MyCampus and follow the steps below.

Getting Started

1. Log on to <https://mycampus.swu.edu>.
2. Click on the **Tutoring** icon under Student Links to go to the Center for Transformational Learning (CTL) page.
3. Click the **Smarthinking** link in the blue sidebar on the left-hand side of the page.
4. Click on **New Smarthinking Web link** in the box on the bottom right-hand side of the screen.
5. When the Smarthinking page opens, create a personal account with your own login and password.
6. Use this login and password whenever you want to access Smarthinking.
7. Once you have created your own account, you may go directly to www.smarthinking.com.

Additional Information

There are many tutoring options available on the Smarthinking Website. Each option has a "Tell Me How" feature. Use the dropdown menu next to each option to choose what you would like to do.

The "Submit your writing" option provides detailed feedback on your writing assignments. Assistance is available for all types of writing from a simple paragraph to a research paper. Use the dropdown menu to choose the appropriate option for your submission. Documents must be in a .doc, .rtf, or .txt format to upload. A tutor will read your paper and will send feedback to your Smarthinking inbox within 24 hours. Please note that the tutors will not edit or rewrite a paper for you.

If you need help using Smarthinking, click on the **SMARTHINKING Student Handbook** in the Customer Support & FAQ area of your homepage or contact Customer Support at support@smarthinking.com or (888) 430-7429 ext. 1 (Monday-Friday, 8am – 6pm ET). For on campus help, call Martha Mishoe at (864) 644-5327.

August 2010

Appendix F

Instructions for Using Turnitin

Turnitin is an Internet-based plagiarism detection service.

Follow the steps below to access Turnitin and submit an assignment.

- 1) Log on to www.turnitin.com.
- 2) Click "create a user profile" in the upper right-hand corner of the screen and provide the following information:
 - * a valid email address
 - * a 6-12 digit password
 - * your name, country, and state
 - * type of user (student)
 - * your agreement to the user license
- 3) Once your profile is created, click "start class enrollment wizard" in the lower right-hand corner of the screen.
- 4) When the enrollment wizard begins, you will need to enter a **Class ID** number and **Class Enrollment Password**. This information is different for each course and should be obtained from your instructor.
- 5) When the class information opens, locate the appropriate assignment and press the submit button. Browse your hard drive or portable memory device for the file you wish to submit. Select the file and submit.

Note: Assignments must be submitted by the date due or Turnitin will not accept the assignment.

If you have any problem using Turnitin, access a student tutorial using the **Student Help** button at the top of the page or contact Martha Mishoe at (864) 644-5327.

August 2010



Appendix G **LEARNING TEAM EVALUATION FORM**

NOTE: This form is to be completed by each team member in confidence. The instructor should also maintain confidentiality.

Date: _____ Cohort: _____

EVALUATION SCALE

5 – EXCELLENT

4 – GOOD

3 – SATISFACTORY

2 – FAIR

1- POOR

Please use the scale above to record the most appropriate number for the criteria below that best represents the extent to which each learning team member:

- (2) Actively participated in and contributed to the activities of outlining and completing the team project. This includes but is not limited to participating in the initial discussion of launching the project, contributing creative ideas to enhance the project, and staying on task to complete the project.
- (3) Prepared materials as assigned and in a timely manner.
- (4) Participated in a positive manner with other team members while displaying a cooperative team spirit and providing support to ensure their success.
- (5) Participated in class with all responsibilities fulfilled in regard to learning team activities/project.
- (6) How would you evaluate the overall contribution of each team member?

(1)	(2)	(3)	(4)	(5)	(6)
Name	Actively Participated in and Contributed to Learning Team Activities	Prepared Materials	Demonstrated Voluntary Cooperation	Fulfilled Responsibility in Class	Overall Evaluation
1.					
2.					
3.					
4.					
5.					
Your name:					

Criteria	Add any comments you may have regarding the evaluations in the appropriate section.
2	
3	
4	
5	
6	

(These forms should be collected by the instructor and used in student evaluations.)

June 2010