Term Information

Effective Term: Spring 2015

General Information

Course Bulletin Listing/Subject Area: Education: Teaching & Learning
Fiscal Unit/Academic Org: School of Teaching & Learning - D1275
College/Academic Group: Education & Human Ecology
Level/Career: Undergraduate
Course Number/Catalog: 4998H
Course Title: Undergraduate Research in Teaching and Learning
Transcript Abbreviation: HonorsResearchT&L
Course Description: Undergraduate Research is completed by junior and/or senior honors students as an independent study under the supervision of a faculty member. The student will conceptualize a research study, identify theories and methods appropriate to the research, and assume responsibility for data collection, data management, and other activities pertaining to the research project including scholarly writing.

Semester Credit Hours/Units: Variable: Min 1 Max 4

Offering Information

Length Of Course: 14 Week
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component?: No
Grading Basis: Satisfactory/Unsatisfactory
Repeatable: Yes
Allow Multiple Enrollments in Term: No
Max Credit Hours/Units Allowed: 12
Max Completions Allowed: 4
Course Components: Independent Study
Grade Roster Component: Independent Study
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites: Student must be in the honors program with an overall GPA of 3.4.
Exclusions:

Cross-Listings

Cross-Listings:

Subject/CIP Code

Subject/CIP Code: 13.0101
Subsidy Level: Baccalaureate Course
Intended Rank: Junior, Senior
### Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

### Course Details

**Course goals or learning objectives/outcomes**

- Through undergraduate research, the student will:
  1. Describe and evaluate research methods.
  2. Compare and contrast research methodology.
  3. Develop and conduct original research.
  4. Assess and critically analyze theories, research methods, findings (outcomes), and applications of the research.
  5. Describe and/or report, in a scholarly manner, the research conducted.

**Content Topic List**

- The student and faculty member will set specific goals at the beginning of the semester and jointly monitor progress toward meeting the goal(s) throughout the semester.
- The goals should be in keeping with the academic abilities of honors students and the increased expectations of honors courses.

### Attachments

- EDU T&L 4998 Honors Undergraduate Research proposal.docx: 4998H syllabus
  (Syllabus. Owner: Parsons,Linda T)
- EDU T&L 4998 honors rationale.docx
  (Statement of Qualitative Difference. Owner: Parsons,Linda T)
- EDU T&L 4998 Undergraduate Research proposal.docx: 4998 syllabus
  (Syllabus. Owner: Parsons,Linda T)

### Comments

- Approved by UGSC. (by Mercerhill,Jessica Leigh on 05/27/2014 01:30 PM)
- Revision request per J. Mercerhill (by Odum,Sarah A. on 05/14/2014 09:10 AM)

### Workflow Information

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EDU T&L 4998H: Undergraduate Research in Teaching and Learning
1-4 credit hours (repeatable)
Meetings: Arranged
Graded: S/U

Instructor:
Office:
Office hours:
Phone:
Email:

Course Description: Undergraduate Research is completed by junior and/or senior honors students as an independent study under the supervision of a faculty member. The student will conceptualize a research study, identify theories and methods appropriate to the research, and assume responsibility for data collection, data management, and other activities pertaining to the research project including scholarly writing for potential publication.

Honors Thesis Approval: By the end of the junior year, a Thesis Topic and Committee Form and a research proposal abstract must be submitted to the advising office.

Course Objectives:
Through undergraduate research, the student will:
1. Describe and evaluate research methods.
2. Compare and contrast research methodology.
3. Develop and conduct original research.
4. Assess and critically analyze theories, research methods, findings (outcomes), and applications of the research.
5. Describe and/or report, in a scholarly manner, the research conducted.

IRB approval: IRB approval is mandatory unless the nature of the research categorizes it as exempt. The student and faculty member will be responsible for submitting the research proposal for IRB approval, taking the approval process into consideration as goals are established for the course.

Readings:
Relevant readings pertaining to the research topic and the nature of pertinent research methodology will be identified on a case-by-case basis by the supervising faculty member. The student will be encouraged to seek out additional readings.

Assignments: Tangible progress toward the goal(s) established by the student and faculty member will constitute course assignments. These may include, but are not limited to, literature
reviews, research methodology, coding data, discussion of findings, conclusions, implications, and/or directions for future research.

Weekly topics:
The student and faculty member will set specific goals at the beginning of the semester and jointly monitor progress toward meeting the goal(s) throughout the semester. The goals should be in keeping with the academic abilities of honors students and the increased expectations of honors courses. Topics of discussion will develop on a case-by-case basis dependant upon the specific research and the student’s needs.

Final Course Grades:
The student and faculty member will evaluate whether or not the jointly articulated goal(s) were satisfactorily met by the end of the semester. Evaluation of progress should be in keeping with the academic abilities of honors students and the increased expectations of honors courses. Progress on research may continue in another iteration of the course which is repeatable up to four times.

Grades will be assigned, using the scale below.
S Satisfactory: Goal(s) were met in a satisfactory manner.
U Unsatisfactory: Goal(s) were not met in a satisfactory manner.
I Incomplete: More time is needed to satisfactorily meet established goal(s).

Academic Misconduct:
“It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connections with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.”

Statement about Disability Services:
“Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; http://www.ods.ohio-state.edu/.”
EDU T&L 4998H
Honors Undergraduate Research in Teaching and Learning

**Intended Audience:** Honors Undergraduate Research in Teaching and Learning will be open to students in their Junior and/or Senior year who have been accepted into the Honors Program.

**Statement of Qualitative Difference:**

1. **How the specific goals of the course will be achieved:**

   Through undergraduate research, the student will:
   - Describe and evaluate research methods: In order to develop a research thesis and design a study, the student will need to become familiar with various research methodologies and identify those that are appropriate to the student’s particular study.
   - Compare and contrast research methodology: In identifying appropriate methodologies, the student will compare and contrast appropriate methodologies for the identified study. The student will articulate reasons for choosing particular methodologies and rejecting others.
   - Develop and conduct original research: The student will develop and conduct original research under the guidance of a tenure-track faculty member.
   - Assess and critically analyze theories, research methods, findings (outcomes), and applications: Under the mentorship of a tenure-track faculty member and during the course of his/her original research, the student will access and critically analyze theories, research methodologies, research findings, and applications of research.
   - Describe and/or report, in a scholarly manner, the research conducted: It is expected that the student will write a scholarly thesis complete with literature review, methodology, results, conclusions, and implications.

2. **The exposure to the basic material in the course, and ways in which added breadth and depth of material will be included:**

   The faculty member and student will determine the scholarly readings that will best suit the student’s area of interest. For honors students, these readings may necessarily be more challenging than those recommended to students completing a senior thesis without the honors designation.

3. **The exposure to, and use of, methodology and research techniques, and especially the ways in which the course will provide exposure to the nature of scholarship in the field:**

   Part of the undergraduate honors thesis will entail broad reading of research pertaining to the student’s area of interest to inform his/her own study and to contribute to the literature review the student will write.

4. **Amount and quality of work expected from students on papers, examination(s), and projects; and the method of grading that work:**

   This is structured as an independent study under the mentorship of a tenure-track faculty member. The student and mentor will jointly set goals for each iteration of the course that would guide the student through the process from study design to completion of the written thesis. Goals should be in keeping with the time and work expected for a 3-credit hour course. The student and faculty member will evaluate whether or not the jointly articulated goal(s) were satisfactorily met by the end of the semester. Evaluation of progress should be in keeping with the academic abilities of honors students and the increased expectations of honors courses.
Progress on research may continue in another iteration of the course which is repeatable up to four times.

Grades will be assigned, using the scale below.
S Satisfactory: Goal(s) were met in a satisfactory manner.
U Unsatisfactory: Goal(s) were not met in a satisfactory manner.
I Incomplete: More time is needed to satisfactorily meet established goal(s).

5. The amount and kind of student/faculty contact, including how the course will offer a significant level of interaction and engagement between faculty and students, and how such engagement will be achieved: Student/faculty interaction and engagement will necessarily be high due to the nature of this independent study. It is expected that the faculty member and student would establish a mutually agreed-upon schedule of face-to-face meetings augmented by email correspondence.

6. How an environment will be fostered that facilitates intellectual exchange among students (if applicable). N/A

7. Ways that creative thinking will be an essential aspect of the course requirements: Creative thinking is necessarily a part of study design, and the student will engage in independent creative thinking as well as joint creative thinking with the faculty mentor.

8. How the course will embrace, as appropriate, interdisciplinary work and study: Depending upon the student’s area of interest, it is possible that the study would be interdisciplinary and that the penultimate oral exam for the student’s thesis would involve faculty/staff from different disciplines.

9. Evidence of a pedagogical process that will demand a high level of intellectual output: Completing an undergraduate honors thesis from conception to written thesis demands a high level of commitment, discipline, and intellectual effort. Evidence of such can be gleaned through the pedagogical processes of setting and meeting goals for each iteration of the independent study.