



**BALL STATE
UNIVERSITY**

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EDAC 710 800 Research in Adults and Community Education

Department of Educational Studies
Summer Semester 2026

Instructor Information

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Office Hours: Flexible by appointment.

*Please email me for individual assistance. I will get back to you within 24 hours if not before.

BSU Mission Statement

The mission of the professional education program at Ball State University is to prepare engaged educational experts who are sensitive and responsive to the contextual bases of teaching, learning, and development.

Course Materials

Required Textbooks:

1. Cranton, P., & Merriam, S.B. (2015). *A guide to research for educators and trainers of adults* (3rd edition). Krieger. ISBN 978-1575243184
2. Stevens, D. D. (2019). *Write more, publish more, stress less: Five key principles for a creative and sustainable scholarly practice*. Stylus. ISBN978-1-62036-517-5

3. American Psychological Association. (2020). *Publication manual of the American Psychological Association: 7th Edition*. ISBN 978-1433832178

Recommended Textbook:

1. Rocco, T. S., & Hatcher T. (2011). *The handbook of scholarly writing and publishing*. Jossey Bass. ISBN 978-0-470-39335-2
2. Harris, S. R. (2014). *How to critique journal articles in the social sciences*. Sage.

Course Information

Course Description

This course develops and strengthens research competencies and critique approaches to research in adult and community education. Students undertake a pilot study to prepare themselves for the dissertation research. Issues of diversity, inclusion, and social justice within research are also considered.

Course Rationale

EDAC 710 introduces students to scholarly research methods within the field of adult and community education. Because research is inherently shaped by human relationships, it involves ongoing negotiations among stakeholders where issues of power, privilege, and positionality are ever-present. In this course, students will explore various research methodologies, theoretical frameworks, and epistemological assumptions, while critically examining their limitations. They may also engage in the ACE summer retreat, review key research and writing techniques, and design and carry out a pilot study rooted in their own research interests. Additionally, students will gain insight into the processes of academic writing and publication. Throughout the course, students will be encouraged to examine their own assumptions about research, analyze complex educational contexts, and develop the skills necessary to select and apply research strategies that align with both ethical practice and scholarly rigor.

Course Objectives

Upon completion of this course, you should be able to:

1. Prepare and complete a pilot study for your dissertation topic.
2. Engage in a deeper understanding of research approaches, frameworks, and methods
3. Become fluent in the language of research in adult and community education.
4. Understand how to critically assess the trustworthiness, validity, and value of academic research articles.
5. Document critical reflections on learning and application of course content.
6. Discuss racial, ethnic, and cultural groups' perspectives, contributions, inclusion, and/or exclusion in the applicable theoretical models and frameworks with adult

education.

Course Modality/Structure

This course is an asynchronous course with weekly activities and discussion boards ONLINE on CANVAS. There are two optional meetings through ZOOM during the Summer 2026 semester.

Access the course at <https://bsu.instructure.com>.

You will be working often in groups within CANVAS Discussion Boards to share your experiences and discuss the content of the chapters.

(Optional) Zoom Meetings for EDAC 710

These optional zoom meetings provide you with opportunities to ask questions and connect with the instructor and your classmates. The meetings will be recorded so that those who are not able to attend can view them later that week. I encourage you to participate in the Zoom meetings if you have time because we will be discussing issues and ideas related to the course and your own thoughts about the content of the course.

Here are the (optional) zoom meetings with dates, times, and links to the meetings:

1st Zoom Meeting: Friday, May 15, 2026 from 5:00 PM to 6:00 PM (EDT)

Zoom link: <https://bsu.zoom.us/j/95416317408>

2nd Zoom Meeting: Friday, June 26, 2026 from 5:00 PM to 6:00 PM (EDT)

Zoom link: <https://bsu.zoom.us/j/96003073075>

Course Assignments and Assessments

Graded Assignments	Points/Percentages
Online Participation in Discussion Boards, Posts, and Roles	15
Chapter Presentations & Discussion	10
CITI Training Certificate	10
Reflection on Summer Professional Development event/session	5
Pilot Study Proposal – First Draft	5
Pilot Study Proposal – Final Draft	5
Introduction and Literature Review for Pilot Study	5
Methods for Pilot Study	5

Draft of IRB Application	5
Learning Summary Journal	5
Final Project: Pilot Study (First Draft)	5
Final Project: Pilot Study (Final Draft)	20
Survival Memo	5
Total	100

Important Note: ALL assignments in this class MUST be submitted online via Canvas. Email submissions are not acceptable and won't be graded.

Descriptions of Assignments

Online Participation in Discussion Boards, Posts, and Roles (15 points = 15%)

Participants learn not only from the text and the instructor but also from one another. Each week, your peers—designated as '*presenters of the week*'—will collaborate on a chapter presentation. They will work in a group to post a chapter summary along with two discussion questions.

If you are not the presenter of the week, your role is to participate in the Online Discussion Forum facilitated by the presenters of the week.

Here are the rules for the online participation in discussion boards:

1. Respond to the two discussion questions provided by the (chapter) presenters of the week.
2. Respond to at least one post from one of your peers in that forum.
3. All your responses to the discussion questions and classmates' posts each week must be insightful and meaningful ("I agree," "I like your idea," or "I don't think so" are unacceptable responses). Pithy responses move the conversation forward and explore ideas thoroughly providing feedback to others and asking more questions about the material so others can continue the dialogue.

Chapter Presentations & Discussion (10 points = 10%)

Each person will be assigned chapters from the textbook(s) to work in group, summarize, post questions for the group during the assigned week, and facilitate the online discussion. During your assigned week, you will be referred to as the presenter or facilitator of the week. You will be able to see your name listed for the week you are designated as the chapter presenter, along with the name of your partner(s) for that week.

Here are the roles of the presenters of the week:

1. Work with your assigned peers by carefully reading the chapters and discussing the main points.
2. Together, decide who will post the summary of the assigned chapter along with two discussion questions by Monday at 11:59 PM (EDT).
3. Facilitate the online discussion that week by responding to all the responses from your peers regarding your discussion questions. **Note:** All of you in your group are welcome to respond to your peers' contributions; however, this is completely optional. It's sufficient for your peers to receive a response from at least one of you.

CITI Training Certificate (10 points = 10%)

Please complete the Collaborative Institutional Training Initiative (CITI) training in research ethics and human subjects protection.

Here is the link to the instructions to complete the CITI:

<https://www.bsu.edu/about/administrativeoffices/research-integrity/training-and-presentations>

Submission: After completing the CITI training, download and upload your CITI certificate to Canvas by the due date (see Canvas for the deadline).

Resources:

[CITI Training Website](#)

[CITI Training User Manual](#)

Additional Notes:

1. You may register using Ball State email to access the correct training modules.
2. If you already completed the CITI training in your previous course/semester, please just upload your CITI certificate (that is still valid) to Canvas.

Reflection on Summer Professional Development Event/Session (5 points = 5%)

This 2–3 page reflective paper is an opportunity to synthesize your experience at a Summer professional development event or session and connect it to your development as a doctoral scholar and researcher.

In your reflection, include **ALL** the following:

- Key insights gained from interactions, workshops, and presentations
- Connections to your identity as a researcher and adult education practitioner

- Emotional or intellectual moments of growth
- How the event or session supports your goals in EDAC 710
- Please provide your feedback on the summer professional development event or session that you attended. Specifically, reflect on what you think was effective, identify areas that could be improved, and share your recommendations for how the event or session can better address the learning needs and experiences of doctoral students or professionals in the field.

Pilot Study Proposal – First Draft (5 points = 5%)

This 1–2 page document is a working draft of your pilot study proposal. It serves as the foundation for your IRB application and helps you articulate your research direction early.

Use the following outline to structure your proposal draft:

- Problem statement
- Purpose of the study
- Significance of the study
- Theoretical framework
- Research question(s)
- Areas of literature to review
- Method (qualitative, quantitative, or mixed)
- Sample (participants or population)
- Type of data to be collected
- Data collection methods
- Planned data analysis
- Structure of the final report

Important Notes:

- Draw on insights from course readings, class discussions, and your independent research to develop this draft. You will receive feedback from me, which you will use to revise and strengthen your pilot study proposal that will be submitted in the following week.
- Cite at least three scholarly sources (i.e., journal articles, book chapters, books) to support your problem statement, theoretical framework, and methods.
- Use APA 7th edition for both in-text citations and your reference list.

Pilot Study Proposal – Final Draft (5 points = 5%)

After incorporating instructor’s feedback, submit a revised (final) version of your pilot study proposal to Canvas. This version should:

- Refine your research questions and problem statement

- Clarify your theoretical framework and methodology
- Show alignment between your proposed method and research goals/objectives
- This draft signals your readiness to move into next assignments (including the draft of your IRB application).

Submission: Submit your final proposal as a Word document on Canvas by the due date (see Canvas for the deadline).

Introduction and Literature Review for Pilot Study (5 points = 5%)

This assignment forms a foundational section of your pilot study and will ultimately become part of your final report. Its purpose is to introduce your research topic, establish its significance, and connect your study to existing scholarship while clearly articulating the gap your research addresses.

Structure of the Assignment:

Please include **ALL** the following in this assignment submission:

SECTION 1: INTRODUCTION TO THE RESEARCH TOPIC

- Provide a clear, concise overview of your research topic.
- Explain why this issue matters—contextualize it in adult and community education or a related field.
- Situate the study within a real-world or scholarly problem that demands investigation.

Think about the research gap:

- What do scholars *not* know yet about your topic?
- Where is there a lack of empirical data, theoretical analysis, or application?
- How will your pilot study contribute something new or address this missing piece?

SECTION 2: STUDY OBJECTIVES AND PURPOSE

- State what your study seeks to explore or understand.

SECTION 3: RESEARCH QUESTIONS

- List the central question(s) that your pilot study will address.
- Questions should align with your research purpose and be feasible within a small-scale pilot study in this class.

SECTION 4: LITERATURE REVIEW

- Identify and organize 3–5 major themes drawn from peer-reviewed research relevant to your topic.
- Focus on synthesizing (not summarizing) findings and perspectives across multiple sources.

SECTION 5: THEORETICAL FRAMEWORK

- Identify the theory or conceptual model guiding your study.
- Explain how the framework:
 - Informs your understanding of the research problem,
 - Shapes your research questions or design, and
 - Offers a lens through which to analyze your findings.

Additional Notes:

- Be *selective and strategic* in your literature review: focus on works that directly relate to your problem, methods, or theoretical framework.
- Demonstrate *critical analysis* and *synthesis* rather than reporting findings one-by-one.
- The identified *research gap* and *problem statement* should be **supported by cited literature** and clearly connect to your research purpose.

Formatting and Submission:

- Approximate Length: 4–6 double-spaced pages (excluding references)
- Format in 12-point Times New Roman font
- Use APA 7th edition for in-text citations and reference list.
- Submit your completed draft in Word document to Canvas by the due date.
- You will receive instructor feedback that must be incorporated into your final pilot study paper.

Methods for Pilot Study (5 points = 5%)

This assignment requires you to develop a comprehensive draft of the methods section for your pilot study. This section will describe *how* you will conduct your study and provide the rationale for each component of your research design. This draft will be used to prepare your IRB application and later revised and integrated into your final pilot study report.

Structure of the Assignment:

Please include **ALL** the following:

SECTION 1: RESEARCH DESIGN

- Clearly state your selected research approach: *qualitative*, *quantitative*, or *mixed methods*.
- Justify your choice based on your research questions and purpose.
- Briefly explain the philosophical assumptions or paradigms that inform your design (e.g., interpretivist, constructivist, post-positivist) with proper citations (when/if applicable).

SECTION 2: POPULATION AND SAMPLING METHOD(S)

- Define your target population or participant group.
- Describe your sampling method (e.g., purposive, convenience, snowball, random).
- Indicate how many participants (samples) you plan to recruit and why this number is appropriate for a pilot study in this class.
- Include eligibility/inclusion criteria, recruitment procedures, and setting/context for participant access.

SECTION 3: DATA COLLECTION TOOLS AND PROCEDURES

- Describe what types of data you plan to collect (e.g., interviews, surveys, reflective journals, observations).
- Explain how the data will be collected (e.g., online, in person, recorded sessions).
- Attach or describe any instruments or protocols (e.g., interview guides, survey items) you plan to use or develop.
- Justify the selection of your tools with references to methodological literature or course texts.

SECTION 4: DATA ANALYSIS PLAN

- Explain how you will analyze the data you collect.
- For **qualitative studies**, describe your coding strategies, analytic steps (e.g., thematic analysis, narrative analysis), and use of any software if applicable.
- For **quantitative studies**, include planned statistical tests, scoring procedures, and tools (e.g., Stata, SPSS, Excel).
- Be sure your analysis plan is aligned with your research questions and theoretical framework.

SECTION 5: ETHICAL CONSIDERATIONS

- Discuss how you will address ethical principles such as:
 - Informed consent,
 - Participant anonymity/confidentiality,
 - Data protection and secure storage,

- Right to withdraw,
- Minimization of risk.
- Mention your preparation for IRB submission, and if applicable, how your CITI training has informed your ethical planning.

SECTION 6: LIMITATIONS OR ANTICIPATED CHALLENGES

- Acknowledge any foreseeable limitations of your pilot study design (e.g., small sample size, time constraints, access to participants).
- Discuss how these challenges might affect the generalizability, depth, or logistics of your study.
- Suggest how you plan to mitigate or manage these issues as part of your research planning

Additional Notes:

- Draw on assigned course texts, class discussion, and/or external scholarly sources to support and justify your methods.
- Ensure consistency between your research questions and every method decision (sampling, data collection, analysis).
- Be detailed and specific
- Anticipate reader questions: if someone else read this section, could they replicate your study or clearly understand your design logic?

Formatting and Submission:

- Approximate Length: 4–5 double-spaced pages (excluding references)
- Format in 12-point Times New Roman font
- Use APA 7th edition for in-text citations and reference list
- Submit your paper to Canvas by the due date

Draft of IRB Application (5 points = 5%)

In this assignment, you will create a complete draft of your Institutional Review Board (IRB) application using the materials you have developed for your pilot study. This includes integrating your proposal, introduction and literature review, and detailed methods section into the structure and expectations required by your university's IRB, specifically through the Cayuse Human Ethics (HE) platform.

This assignment is designed to give you hands-on practice navigating the IRB process so you are well-prepared to submit a real IRB application for your dissertation or future research.

Assignment Instructions:

Using your pilot study topic and materials (proposal, literature review, and methods), complete **ALL** the following components:

1. Draft IRB Narrative

Use the Cayuse HE guidance documents (resources) to draft your IRB narrative. Include **ALL** the following:

- Study Title
- Purpose and Significance of the Study
- Research Questions
- Participant Description and Recruitment Procedures
- Study Procedures and Data Collection Methods
- Risks and Benefits
- Data Security and Storage
- Informed Consent Process
- Confidentiality and Anonymity Protections
- Voluntary Participation and Right to Withdraw

2. Draft Informed Consent Form

- **Step 1:** Visit this link: <https://www.bsu.edu/about/administrativeoffices/research-integrity/institutional-review-board/irb-resources>
- **Step 2:** Under the “Forms and Templates” section, download and complete the “Informed Consent Form.”
- **Step 3:** After completing this form, please **include it** in this Draft of IRB Application assignment

3. Attachments (if applicable)

Include any of the following:

- Interview protocol or survey instrument
- Recruitment flyers or emails
- Screening forms
- Debriefing materials

Submission Guidelines:

- Submit your full IRB draft packet (narrative, informed consent form, and any instruments) as a single word document file to Canvas.
- This is a practice submission only—you are not submitting to the actual IRB at this time.
- Use APA 7th edition formatting for any in-text citations or references.

Resources for IRB Preparation:

Here are some training videos available as well as additional resources that are wonderful when submitting to the IRB with the new Cayuse Human Ethics (HE) review platform—they are outlined below:

- Student User Access: [Submit a Cayuse HE Access Request Form](#)
- HSR Determination Form: [Is my project Human Subjects Research \(HSR\)?](#)
- Login to Cayuse HE: [LOGIN HERE: IRB Cayuse Human Ethics \(HE\)](#)
- Cayuse HE training videos: [IRB Cayuse Human Ethics \(HE\) Training Videos](#)
- Peer mentor sessions: [Schedule a one-on-one peer mentorship session!](#)
- IRB Resources Page: <https://www.bsu.edu/about/administrativeoffices/research-integrity/institutional-review-board/irb-resources>
- There are also learning and development sessions individuals can sign up for through: learndev@bsu.edu titled **""IRB (Human Subjects Research) submissions on the new Cayuse Human Ethics platform"**
- General Cayuse HE resources: <https://support.cayuse.com/hc/en-us/categories/115001977467-Human-Ethics>

Learning Summary Journal (5 points = 5%)

This Learning Summary Journal is designed to help you reflect deeply on your personal growth, emotional responses, and insights gained during your journey through EDAC 710: Research in Adult and Community Education. This is a chance to synthesize your learning over the term and begin identifying patterns, strengths, and challenges in your development as a researcher.

Assignment Instructions:

For this assignment, write a 3–5 page narrative summary that identifies major themes and key takeaways from this class. This summary should demonstrate critical self-reflection and a thoughtful synthesis of your experience.

Organize your summary using the suggested reflection prompts below, or you may develop your own structure that captures your learning journey:

- What have I learned about myself as a researcher and learner?
- What emotional highs and lows did I experience during the course?
- What assignments or activities challenged me most? Why?
- What assignments or moments felt most affirming or motivating?
- How has my perspective on research shifted or evolved?
- What learning habits or patterns have I noticed in myself?
- What surprises or insights emerged over the term?
- What areas do I want to continue developing in preparation for my dissertation?

Formatting Guidelines:

- 3–5 pages, double-spaced
- Format in 12-point Times New Roman font
- APA 7th edition for both in-text citation and reference list if you cite any sources in your reflection
- Submit this paper as a Word document to Canvas by the due date (see Canvas for the deadline)

Final Project: Pilot Study (First Draft) (5 points = 5%)

This assignment is your first full draft of the pilot study paper, incorporating the major components you have developed over the course: introduction, literature review, methods, and IRB preparation. This working draft is intended to show your progress, integration of all the feedback received, and emerging clarity of your study design and direction.

Assignment Instructions:

Your first draft should include **ALL** the following:

Title Page and Abstract (abstract is optional for this draft stage)

1. Introduction

- Statement of the problem
- Purpose of the study
- Research questions
- Theoretical framework
- Significance of the study

2. Review of the Literature

- Overview of relevant literature (3–5 key themes)
- Connection to your research topic and theoretical framework

3. Methods

- Research design and rationale
- Sampling strategy
- Data collection procedures
- Data analysis plan
- Ethical considerations
- Limitations and challenges

4. IRB Preparation

- Attach your IRB draft as appendix

5. References

6. Appendices (if/when applicable)

Guidelines and Submission:

- Length: Approximately 10–15 pages, double-spaced (not including references and appendices)
- Use APA 7th edition formatting for the entire document
- Submit your paper in a Word document via Canvas by the due date

Final Project – Pilot Study (Final Draft) (20 points = 20%)

This final paper is the culmination of your work in EDAC 710. You will submit a polished and complete version of your pilot study that demonstrates your ability to conceptualize, design, implement, and analyze a small-scale research project. Your paper should reflect academic rigor, appropriate use of research methods, and the integration of all the feedback from earlier drafts.

This document should be written in a scholarly tone and can serve as a foundation for your (future) dissertation research.

Assignment Instructions:

Your final paper **MUST** include **ALL** the following components:

1. Title Page

- A clear, descriptive title

2. Abstract

- Abstract (150–250 words) summarizing the study purpose, design, data collection, key findings, and implications

3. Introduction

- Introduce the topic and explain its significance in the field of adult and community education
- Articulate the problem being addressed
- State the purpose of the study
- Present your key research question(s)

4. Theoretical Framework

- Clearly describe the theoretical or conceptual framework that grounds your study
- Explain how it informed your research design, questions, or analysis

5. Literature Review

- Provide a focused review of 3–5 major themes relevant to your topic
- Synthesize and critically engage with the literature to show how your study builds on existing knowledge and literature

6. Methods

- **Research Design:** Clearly identify whether your study is qualitative, quantitative, or mixed-methods
- **Sampling:** Describe your participants (or data sources), how they were selected, and rationale for your sampling approach
- **Data Collection:** Explain the tools, instruments, and procedures you used
- **Data Analysis:** Describe the process and method used to analyze your data
- **Ethical Considerations:** Address issues such as informed consent, confidentiality, data storage, how you manage the (potential) risks that may occur from participating in your research study, etc.

7. Data Analysis and Findings

- Present the actual data collected and your interpretation of the results
- Use direct quotes, themes, codes, charts, or descriptive statistics as appropriate
- Organize this section clearly so readers can follow your analytic process and results

8. Discussion

- Interpret findings in relation to your research questions and theoretical framework
- Reflect on what the results suggest, how they connect to existing literature, and what they mean for future research
- Discuss the strengths and limitations of your pilot study

9. Conclusion and Implications

- Summarize the key insights from your study
- Discuss potential implications for practice
- Identify next steps or areas for further investigation (e.g., a larger study or dissertation)

10. References

- Provide a complete list of all sources cited, formatted using APA 7th edition

11. Appendices (if applicable)

- Include supplementary materials such as interview protocols, survey instruments, or draft of IRB application

Important Notes:

In case you are interested in **presenting your research findings** at a conference and/or **publishing your research findings** in a journal article or a book chapter, you will need **IRB approval before collecting data** with your participants.

Survival Memo (5 points = 5%)

For your "Surviving Memo," please write a 2–3 pages reflective piece regarding your experiences in this course. Use standard formatting (double-spaced, Times New Roman, 12-point font) and include a title that encapsulates your insights.

Structure for Your Survival Memo:

In your survival memo, please:

- Reflect on your initial expectations and key takeaways;
- Discuss which course materials resonated with you and how you engaged with them;
- Identify the strategies and resources that contributed to your success;
- Share any challenges you faced and how you overcame them; and
- Consider how the knowledge gained will influence your future endeavors after this course.

Grade Distribution

Letter Grade	Points/Percentages
A	90–100
B	80–89
C	70–79
D	60–69
Unacceptable	<60

Course Statements and Policies

Thoughts about the Assignments and Graduate Level Work

As you continue your studies, it is always helpful to read the assignment carefully. If possible, use the outline of the paper that the instructor gives you as an organizer for headings within the paper. This way, you will have met the assignment and expectations. Check your formatting and grammar. If a scholarly citation is needed, make sure to do that and work with the [APA 7th edition](#).

Use a **title page** and **put your name on** the assignments before uploading or posting to CANVAS.

Wikipedia, blogs, and such Internet compiled sites are not trusted sources. Please use refereed journal articles (preferably peer reviewed scholarly journals) or books for quoting and citation. The best sources to use are the primary sources: the original ones where the ideas are developed by the expert scholars. A textbook (such as Merriam and Brockett, 2007) is a secondary source, for example. *Pedagogy of the Oppressed* (Freire, 1971) and *Frames of Mind* (Gardner, 1983) are examples of primary sources.

Please understand that this is not an English class, but you are in graduate school. The level of writing is supposed to be more sophisticated than undergraduate level or high school English. You are becoming experts in the field of adult education—if that is your degree—not novices or beginners. You should be able to read sophisticated texts with big words, write coherently, analyze, and reflect on your reading, and research beyond the computer and Google to support your thinking.

Make friends with the library and its resources, both face-to-face and in the online databases. This will help you for the rest of your career and educational journey.

Application of Adult Education Teaching and Learning Theories

This course models and demonstrates adult learning theories, especially those of andragogy, self-directed learning, collaborative learning, and critical reflection. As a student, you are an active and integral stakeholder in your and others' learning.

Each student comes to the course with rich experiences upon which to draw. This course will build upon those experiences and provide other tools and strategies to strengthen future teaching.

You will be required to co-construct a learning environment that will meet your and others' individual learning needs. You will be co-learners and co-teachers with the professor and class members as you actively listen (i.e. read students' posts) and critically reflect on the discussions and sharing of experiences of others.

This means that our pace of class activities will promote inclusion of, learning, and understanding by all class participants. There may be times when you will be comfortable with the pace. Also, there may be times when you will feel the pace is

too fast or too slow. You are encouraged to continually think and reflect on the ways you learn and how they compare/contrast with your colleagues in this course.

Together we will build, nurture, and sustain a community of learning and a community of learners.

Confidentiality Clause and Withdraws

This class will use students' and teachers' experiences to illuminate points and reinforce the classroom content and objectives. Students are not required to disclose personal or private information. If they choose to do so, they assume the responsibility of their actions.

The instructor has a right to cease activities or discussions deemed not appropriate for this forum. No personal medical information is to be publicly disclosed to the class, if you have special requirements, see the accessibility statement above.

Please check with the Financial Aid Office before making any changes to your current schedule. Any changes could affect your financial aid eligibility. **If you are not able to complete the course, please withdraw prior to the end of the semester, otherwise your grade will result in an F.**

Attendance Policies

Your regular participation and timeliness are important to your academic success. In online courses, this takes the form of participation in discussion via forums, chat, and other electronic means provided. As this is an (asynchronous) online course, it is up to every student to stay on track and not fall behind. You must be self-motivated and disciplined to meet all due dates. Developing a routine is essential. All assignments are expected to be submitted by a specific time and date. Assignments submitted late may be subject to a reduction in points or no points at all. You may only submit assignments late with my permission.

Attendance in Ball State University online classes is measured by your active participation in course activities at least once each week. Be sure to complete your coursework as assigned to ensure you are recorded as attending the course. You must be constantly aware of the deadlines and meet those deadlines.

Remember, this is not an independent study course, so please work along at the pace set for the course. The assignments are due as listed on Canvas, but if you are having challenges meeting the deadline, please let me know that you will be late.

Please plan your assignments ahead, so you don't have to stress over getting things done at the last minute.

****If you receive permission from the instructor to submit assignment(s) late, please note that ALL assignments must be completed by Monday, July 13, 2026 at 11:59 PM (EDT), or they will be recorded as a ZERO.**

This course will adhere to the policy published in the BSU Code of Student Rights & Responsibilities. You are required to attend class on time and stay for the duration of the class. Not attending class may affect your financial aid. All students who are receiving federal or state financial aid must actively accept the Financial Aid Terms and Conditions each year. Included in these terms and conditions is the following:

If I withdraw from the University, stop attending classes before the end of the term, or do not begin attendance in any classes, I may be expected to repay all or a portion of my aid. I agree to follow Ball State University withdrawal procedures.

Participation Policy

In this course, you will be working often in groups within Canvas Discussion Boards to share your experiences and discuss the content of the chapters. The groups are preassigned. More information is provided about the group roles and expectations below.

This course is based on a constructivist approach where the students learn from each other, and the instructor plays a facilitation role.

Our online class time is important; it is a space for collaborative learning. You are needed! Student interactions are an essential element of the learning experience. Participation is important and required. Your regular “attendance” is important to your success. In online courses, this takes the form of participation in discussion via discussion forums and other electronic means.

As this is an asynchronous course, it is up to every student to stay on track and not fall behind. You must be self-motivated and disciplined to meet all due dates. Developing a routine is essential. Put assignments and deadlines into your calendar. **Check Canvas site daily for group work and updates.**

If you are going to be away from the computer for more than 3 days, let your group members and me know. If you do not participate in the online discussion, you are not part of the class. **Points will be deducted for lack of participation.**

Each person will be assigned chapters from the textbook to summarize and post questions for the group during the assigned week. That person will be known as the **presenter or facilitator** of the week. He or she (or their group) will post a **summary of the chapter with 2 discussion questions by Monday at 11:59 PM (EDT).**

Over the week, other group members (who are not presenters) will respond with comments and answers to the questions posted from the presenters of the week. **You must 1) respond to the discussion questions posted by presenters of the week;**

and 2) respond to at least one classmate's post in the discussion forum each week. Please answer all the questions that are posted and respond to each other. This is a dialogue where you learn from each other and have some meaningful conversations.

Plan to check the CANVAS every day to be timely in responding to the posts.

Due to the structure of the course, **participation in the discussion boards and other course activities is required.** Participants learn not only from the text and instructor, but from other participants as well. If you do not participate you will not only lose the opportunity for learning yourself, but you will deprive others of the opportunity to learn with and from you.

The discussion between group members, as you consider and reflect on your experience and the readings, is where you will learn the most.

All your responses to the discussion questions and classmates' posts each week must be insightful and meaningful ("I agree," "I like your idea," or "I don't think so" are unacceptable responses). Pithy responses move the conversation forward and explore ideas thoroughly providing feedback to others and asking more questions about the material so others can continue the dialogue.

Important Notes:

- **This course is designed with weekly activities, discussion, and other forms of regular collaboration and communication.**
- **It is recommended that you log into your course 4 to 5 times a week and check your official Ball State email account daily to view announcements and prepare for class.**
- **Complete ALL assignments and any other activities by the stated due dates on Canvas.**

Feedback Policy

- I will respond to email from your official Ball State email address within 24 hours during weekdays (Monday-Friday) and within 48 hours on the weekend. You can contact me via email (somanita.kheang@bsu.edu) as it is my preferred method of contact. I will get back to you within 24 hours if not earlier.
 - Please check your BSU email often. I will also send you email at times.
 - I read every discussion post, but I don't always personally comment on the posts.
 - I make every effort to grade your assignments and discussions within 10 days after each assignment's due date. I will let you know if it will be longer than that.
 - Please feel free to email me if you have any questions or concerns about the class.

Assignment Submission Policy

- Put your NAME on your assignments and use APA 7th edition style for the title page format and references as appropriate.
- All assignments should be submitted as Word documents with extensions of .doc or .docx unless otherwise indicated in the assignment description. “Page” or other file types are not acceptable.
- Assignments (other than the chapter presentations) should be submitted using the assignment link in the module on Canvas.
- **All assignments must be completed by Monday, July 13, 2026 at 11:59 PM (EDT), or a Zero will be earned.**

Late Assignment Policy

- All assignments are due by midnight EST/EDT time on the due dates indicated.
- Assignments posted after the indicated due dates will be subject to a decreased letter grade for each day late.
- Internet connectivity and technical issues may occur and impede you from turning in work on time. Turn in work early and often, and set up a back-up plan, such as visiting a local library or borrowing a peer's computer. You have one (1) permitted late assignment to allow for these issues, to which you can turn in one assignment 24 hours late.
- Canvas will not accept assignments for grading after 11:59 PM on the final day of class.

Grading Policy

It is my policy that appropriate evaluation of your academic performance is an integral part of your learning experience. In the absence of mistake, fraud, bad faith or incompetence, I will be the key decision-maker on the assignment of grades. For information concerning grade appeals, [consult the Ball State website](#).

University Policies

Diversity Statement

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our [Beneficence Pledge](#) and through university resources found [here](#).

Disability Statement

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. Ball State's [Disability Services](#) office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Attendance

Faculty are required to establish attendance policies for their courses and ensure that they communicate these policies through their course syllabi. In some cases, faculty may be asked to provide the last date of attendance for a student in association with financial aid requirement.

Students are expected to review course syllabi regarding absence guidelines and follow those guidelines. Course attendance policies must be consistent with University policy. The University has a number of specific policies regarding student absences that are housed within different areas. [Explore Ball State course attendance policies](#).

Ball State Academic Ethics

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the complete [Student Academic Ethics Policy](#).

Plagiarism Policy

Plagiarism is not acceptable, unless otherwise indicated for all assignments, you must work independently by yourself. Sharing of files is not permitted for any reason.

[Please read Ball State Academic Integrity here.](#)

Potential Violations

Examples of academic integrity violations include but are not limited to:

- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Use or possession of a file created by someone else.
- Reusing work from another semester, course, or section.
- Fraudulent submission of work.

- Using unauthorized materials during Exams.
- Impersonating someone else or having them impersonate you.
- Making fraudulent or dishonest statements regarding your work.
- Soliciting others to complete work for you.
- Posting course files and resources on study or content sharing websites.

Plagiarism Detection

The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

Proctoring

This course will require the use of the Respondus LockDown Browser and Monitor for online exams. [Watch this short video](#) to get a basic understanding of LockDown Browser and the optional webcam feature (which may be required for some exams.) Instructions for obtaining the software can be found in our course.

Canvas and Student Privacy

Canvas Accessibility

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010.

Find more information by visiting the [Canvas Voluntary Product Accessibility Template \(VPAT\)](#).

See [Canvas Resources for Students here](#).

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading [Ball State's FERPA and Privacy and Protection](#).

Video Conferencing Recording

In this class, software may be used to record live class discussions. As a student in this class, your participation in live class discussions may be recorded. These recordings typically will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Students who prefer to listen only must disable their audio capability and visual camera. If you have concerns, please discuss these options with me.

Academic Support Services

The Writing Center

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295, Bracken Library, or online) to get additional feedback on your writing. To schedule a free appointment to discuss your writing, go to www.bsu.edu/writingcenter. Online and in-person appointments are available seven days a week; however, plan ahead because appointments book quickly!

The Learning Center

The Learning Center offers free tutoring for many courses. We also provide writing and study skills tutoring.

Students can make virtual (Zoom) or in-person (NQ 350) appointments. To make an appointment, go to <https://bsu.navigate.eab.com>. You can also download the Navigate Student app.

The Learning Center also has drop-in tutoring (no appointment necessary) for chemistry. Check our website for more information.

Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.

For more information about all of our programming and for step-by-step instructions for making a tutoring appointment, visit www.bsu.edu/learningcenter or call 765-285-1006. Email us at learncenter@bsu.edu.

Counseling Center

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health

resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide.

At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found [here](#).

Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact Cardinal Kitchen

<https://www.bsu.edu/campuslife/student-life/programs-services/service-opportunities/cardinal-kitchen>

Cardinal Closet

The Student Action Team coordinates the [Cardinal Closet](#). The Cardinal Closet is a place where Ball State community members can donate professional attire. Ball State students may "shop" in the Cardinal Closet for professional attire for interviews, job fairs, etc. - free of charge!

BSU Technology Guides (Online Resource)

Information Technology has created these Tech Guides to help you master several of the applications and technologies available to students, faculty, and staff here at Ball State. Each downloadable PDF gives you straightforward information and tips on how to work with an application's features and functionality.

<https://www.bsu.edu/about/administrativeoffices/information-technology/services/individual-technology-support/it-tech-guides>

Academic Impressions (Online Resource)

Ball State has an institutional membership to [Academic Impressions](#)—a Professional Development Resource designed for faculty and staff in Higher Education. Most new and recorded webinars are available to us for free, and those workshops or bootcamps that aren't free can be greatly reduced with our membership. All anyone needs to do is create an account/login with their BSU username and a distinct password. If anyone has questions, please refer them to me. This is a wonderful resource, so please continue to spread the word!

LinkedIn Learning

University provided access to self-paced, online instructional tutorials with over 7,000 courses, including all of the latest software tools. <https://www.linkedin.com/learning>

BSU Library

Please use the [library](#) for research and acquiring articles, books, etc. Never PAY for an article. The library staff are wonderful, and they will help you. Also, you have access to FREE or inexpensive software like ENDNOTE and ADOBE through the BSU Technology Store. Staff at the Library have workshops to help you use the software and grow your research skills in the library. Remember to use them. They have many services for ONLINE STUDENTS too.

Course Content Ownership

As the course instructor, I retain the rights to all course content, including this syllabus. Students may not reproduce, distribute, or publicly post course materials without permission. Students also may not record classes without explicit permission to do so. Selling or distributing course materials may violate the Ball State Code of Contact and/or The Information Technology Users' Privileges and Responsibilities Policy. Any violations will be referred to Dr. Mike Gillilan, Director of Student Rights and Community Standards.

Course Schedule Summer 2026

*Schedule is Subject to Change

Dates	Readings and Activities	Assignments (see Due Dates on Canvas)
<p>Week 1 (5/11–5/17)</p> <p>Introduction to the Course</p>	<p>Required Readings & Activities</p> <ol style="list-style-type: none"> 1. Review Syllabus and Course Schedule 2. Read Schedule for Chapter Presentations 3. Self-Introduction 4. (Optional) Participate in the 1st Zoom Meeting on Friday, May 15, 2026 from 5:00 PM to 6:00 PM (EDT) <p>* Zoom link on Canvas.</p>	<p>Assignments:</p> <ol style="list-style-type: none"> 1. Post and Respond to Self-Introduction on Canvas 2. Submit Contact Information 3. Share thoughts on Ground Rules 4. Check the chapters and

		<p>dates for your presentation on Canvas and Contact me if you want to switch the partner, dates, and/or chapter(s) of your assigned presentation(s).</p> <p>*See description of each assignment and the due date on Canvas.</p>
<p>Week 2 (5/18–5/24)</p> <p>Develop Writing Strategies & Reflection on Your Research Practice</p>	<p style="text-align: center;">Required Readings</p> <ol style="list-style-type: none"> 1. Read (Stevens) Chapters 1 to 4. 2. Read Roberts, L. (2021). "This is just what we do": PhD students on becoming scholars in a community of practice. <i>Communications in Information Literacy</i>, 15(1), 75–94. 3. Read Woodhouse, J., & Wood, P. (2022). <i>Creating dialogic spaces: Developing doctoral students' critical writing skills through peer assessment and review. Studies in Higher Education</i>, 47(3), 643–655. 4. Read Ismail, A., Ansell, G., & Barnard, H. (2020). Fitting in, standing out, and doing both: Supporting the development of a scholarly voice. <i>Journal of Management Education</i>, 44(4), 473–489. <p style="text-align: center;">Activities</p> <ol style="list-style-type: none"> 1. (Stevens) Chapters 1 to 4 presented by Emmanuel Adjei, Robert Cox, Brandon Evans, & Mary Ewing 2. Actively Participate in Discussion Questions on Canvas 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Participate in Online Discussion and Chapter Presentation 2. "CITI Certificate" assignment is due. 3. "Reflection on ACE Summer Retreat" assignment is due. <p>*See Canvas for the list of presenters of each chapter. If you are not listed as a presenter in the chapter, your role is a participant that week.</p> <p>*See description of each assignment and the due date on Canvas.</p>

	<ol style="list-style-type: none"> 3. Watch Video: “How to Write a Research Proposal 101: The What, Why, & How (with Examples)” 4. Complete CITI training (see more details in the assignment description) 5. Begin thinking about the topic of your pilot study (ideally, your topic should be related to your dissertation research) 6. Reflect on your experience at the ACE summer retreat or the workshop/training that you attended that might be helpful for your doctoral journey 	
<p style="text-align: center;">Week 3 (5/26–5/31)</p> <p style="text-align: center;">Pilot Study Proposal Development & Reflection</p>	<p style="text-align: center;">Required Readings</p> <ol style="list-style-type: none"> 1. Read (Cranton & Merriam) Chapters 1 to 5. <p style="text-align: center;">Activities</p> <ol style="list-style-type: none"> 1. (Cranton & Merriam) Chapters 1 to 5 presented by Cynthia Harter, Heather Hines, Katie Mathewson, & Jeremy Murphy 2. Actively Participate in Discussion Questions on Canvas 3. Watch Video #1: “Dissertation or PhD Writing Tips: How to Create the Pilot Study for Your Study” 4. Watch Video #2: “Pilot Studies in Research: What, Why, and How?” 5. Watch Video #3: “What is a Pilot Study Why Is a Pilot Study Important in Research How to Conduct a Pilot Study” 6. Start writing your introduction and literature review parts. 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Participate in Online Discussion and Chapter Presentation 2. “Pilot Study Proposal – First Draft” assignment is due. <p>*See Canvas for the list of presenters of each chapter. If you are not listed as a presenter in the chapter, your role is a participant that week.</p> <p>*See assignment description and due date on Canvas.</p>

<p>Week 4 (6/1–6/7)</p> <p>Designing the Research and Preparing for Data Collection</p>	<p style="text-align: center;">Required Readings</p> <ol style="list-style-type: none"> 1. Read (Cranton & Merriam) Chapters 6 to 8. 2. Read (Stevens) Chapters 5 to 6. 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. Participate in Online Discussion and Chapter Presentation
	<p style="text-align: center;">Activities</p> <ol style="list-style-type: none"> 1. (Cranton & Merriam) Chapters 6 to 8 and (Stevens) Chapters 5 to 6 presented by Megan Singh, Sara Standlee, Innocent Ugochukwu, Billie Wolfe, & Megan Tilford 2. Actively Participate in Discussion Questions on Canvas 3. Watch Video #1: “Qualitative vs Quantitative vs Mixed Methods Research: How to Choose Research Methodology” 4. Watch Video #2: “Research Methodology 101: Simple Explainer with Examples (+Free Template)” 5. Watch Video #3: “Sampling: Sampling & Its Types Simple Random, Convenience, Systematic, Cluster, Stratified” 6. Watch Video #4: “How to Run and Write to a Pilot Study in Chapter 3” 7. Watch Video #5: “Surveys and Pilot Testing” 8. Revise your draft of the pilot study proposal. 9. Finish up your introduction and literature review parts. 10. Think about who you would like to contact (at least 3 participants) for your pilot study data collection. 	<ol style="list-style-type: none"> 2. “Pilot Study Proposal – Final Draft” assignment is due. 3. “Introduction and Literature Review for Pilot Study” assignment is due. <p>*See Canvas for the list of presenters of each chapter. If you are not listed as a presenter in the chapter, your role is a participant that week.</p> <p>*See assignment description and due date on Canvas.</p>

<p>Week 5 (6/8–6/14)</p> <p>Methods & IRB Process</p>	<ol style="list-style-type: none"> 1. Finish up your methods paper draft for your pilot study. 2. Review IRB process & Review IRB resources shared on Canvas. 3. Start working on your draft of IRB application assignment. 4. Contact IRB office if you have questions after reviewing the resources shared on Canvas. 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. “Methods for Pilot Study” assignment is due. 2. Start working on your draft of IRB application and documenting your Learning Summary Journal. <p>*See Canvas for the list of presenters of each chapter. If you are not listed as a presenter in the chapter, your role is a participant that week.</p> <p>*See assignment description and due date on Canvas.</p>
<p>Week 6 (6/15–6/21)</p> <p>IRB & Pilot Study Data Collection</p>	<p style="text-align: center;">Required Readings</p> <ol style="list-style-type: none"> 1. Read (Cranton & Merriam) Chapters 9 to 10. <p style="text-align: center;">Activities</p> <ol style="list-style-type: none"> 1. No Chapter Presentation this week. 2. Finish up your draft of IRB application. 3. Begin data collection process for your pilot study. 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. “Draft of IRB Application” assignment is due. 2. Begin data collection process for the pilot study (interviews or surveys) <p>*See Canvas for the list of presenters of each chapter. If you are not listed as a presenter in the chapter, your role is a participant that week.</p> <p>*See assignment description and</p>

		due date on Canvas.
<p>Week 7 (6/22–6/28)</p> <p>Reflection & Data Collection Progress</p>	<ol style="list-style-type: none"> 1. Continue data collection for your pilot study. 2. Reflect on your learning experience in this class, the progress you have made, and what you need or plan to improve moving forward. This exercise will be helpful for you to complete the “Learning Summary Journal” assignment this week. 3. (Optional) Participate in the 2nd Zoom Meeting on Friday, June 26, 2026 from 5:00 PM to 6:00 PM (EDT) <p>* Zoom link on Canvas.</p>	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. “Learning Summary Journal” assignment is due. 2. Start analyzing the data from your pilot study (if you have finished your data collection). <p>If you have made great progress on your data collection, start planning on how you will approach your data analysis stage.</p> <p>*See assignment description and due date on Canvas.</p>
<p>Week 8 (6/29–7/5)</p> <p>Data Analysis & Coding</p>	<ol style="list-style-type: none"> 1. Watch Video #1: “Qualitative Coding Tutorial: How to Code Qualitative Data for Analysis (4 Steps + Examples)” 2. Watch Video #2: “Quantitative Data Analysis 101 Tutorial: Descriptive vs Inferential Statistics (with Examples)” 3. Work on analyzing data and creating coding tables. 4. Start working on writing up your findings (preliminary results) 5. Prepare your Final Project: Pilot Study (First Draft). Make sure you have everything 	<p><u>Assignments:</u></p> <ol style="list-style-type: none"> 1. “Final Project: Pilot Study (First Draft)” assignment is due. <p>*See assignment description and due date on Canvas.</p>

	put together as described in the assignment description.	
<p>Week 9 (7/6–7/12) Writing Week</p>	<p>1. Review and finalize your pilot study findings and analysis.</p> <p>2. Address the feedback on your “Final Project: Pilot Study (First Draft)” and work on putting things together for the final draft submission next week.</p> <p>3. Take time to start working on your Survival Memo.</p>	<p><u>Assignments:</u></p> <p>No assignments due. Work on your Final Project and Survival Memo.</p> <p>*See assignment description and due date on Canvas.</p>
<p>Week 10 (July 13, 2026) Final Week</p>	<p>Pilot Study (Final Draft) & Survival Memo are Due.</p> <p>Submit them to Canvas by Monday, July 13, 2026 at 11:59 PM EDT.</p>	

Subject to Change Statement

This course syllabus and schedule are subject to change in the event of extenuating circumstances.