

GSR 517 Statistical Methods II-DEAdd-2018-03-21

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Form Information

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| <p>How will the instructor-student and student-student interaction take place?*</p> <p>(if applicable)</p> | <p>Instructor-student interaction will take place by several methods. The instructor will interact with students via the threaded discussion message board. The instructor will post discussion questions on the message board relating to the assigned readings and will invite students to respond. I am currently also exploring how I can use "Nearpod," an interactive presentation and assessment tool, to facilitate instructor/student and student/student interaction. With Nearpod, I can compile online presentations--with slides, videos, URL's to critical websites, and pdf documents-- and then insert preplanned assessment activities using formats such as multiple choice, open-ended responses, and interactive whiteboards.</p> <p>Instructor-student interaction will also take place via regular email messages to all students regarding general course issues and individual email messages to students who required more help. Interaction will also occur during assignment grading when feedback is provided to students. Finally, the instructor will be available as needed by email, skype, telephone, or face-to-face conversations with individual students during office hours or by appointment. When the instructor notices a more wide-spread difficulty with concepts or software, the instructor will post comments to the discussion board record and post videos with help on the topic. I also use the desk-top-sharing software "TeamViewer" with students who are struggling with the SPSS software.</p> <p>Student-student interaction will take place in several threaded discussion forums. In addition to responding to the instructor's posts, students will be encouraged to engage each other in thoughtful analysis of issues raised in these threads. It should be noted that students in the PhD nursing program are in cohorts that meet regularly over time and have developed healthy relationships of support with each other.</p> | | | | | | | | |
| <p>How will student achievement be evaluated?</p> | <p>Student achievement will be evaluated as follows.</p> <table border="0"> <tr> <td>a) Class Participation on threaded forums and Nearpod</td> <td>10%</td> </tr> <tr> <td>b) Online Quizzes in D2L and Nearpod covering relevant concepts</td> <td>20%</td> </tr> <tr> <td>c) Four Analysis papers</td> <td>40%</td> </tr> <tr> <td>d) Final Project</td> <td>30%</td> </tr> </table> | a) Class Participation on threaded forums and Nearpod | 10% | b) Online Quizzes in D2L and Nearpod covering relevant concepts | 20% | c) Four Analysis papers | 40% | d) Final Project | 30% |
| a) Class Participation on threaded forums and Nearpod | 10% | | | | | | | | |
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| d) Final Project | 30% | | | | | | | | |
| <p>How will academic honesty for tests and assignments be addressed?*</p> | <p>In addition to clearly communicating the expectations of academic honesty in the Graduate Handbook to my students, I will also design the course evaluative assignments discussed in this document to minimize the potential for violations of academic integrity. Here are my strategies, broken down by the evaluation categories in section A4).</p> <p>Note that I don't mind that students talk to each other about the assignments and help each other out. In fact, that is a healthy way for students to deepen their understanding of the material, but the actual analysis and interpretation should be their unique effort.</p> <p>Participation in threaded forums and Nearpod(a)</p> <p>These activities require students to present original ideas and thoughts in their own words, making it difficult to engage in academic dishonesty.</p> <p>Online quizzes(b)</p> <p>Quizzes will have randomized ordering of questions and responses, which makes it more difficult for students to collaborate with each other. In addition some questions on each quiz will change from student to student. Nearpod allows me to ask open-ended questions and use interactive whiteboards which minimize the potential for violations of academic integrity.</p> <p>Analysis Papers(c) Although all the students get the same analysis assignments, each assignment involves extensive written sections with interpretations. Since students express ideas in their own words, it is easy to tell when students are engaging in academic dishonesty. Students are also required to submit their SPSS syntax. I am considering making the names of some of the variables in the SPSS data set unique for each student. Although the students will have the same data, they would be forced to submit their own SPSS syntax, since their variable names are different.</p> <p>Final Project (d)</p> <p>Each person will have their own research questions, surveys, and data, so substantial collaboration is impossible.</p> | | | | | | | | |

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