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FALL 2014

EDP 385: Research Practicum in Human development, Culture, and Learning Sciences

Class Syllabus

Purpose

This class is an individualized experience in how research is conducted in the broad areas represented by the name of our academic field, Human Development, Culture, and Learning Sciences. Each student enrolled in this class will work on a project, directed or supervised by a faculty member and involving the experience of a research team (most typically, projects should include graduate student fellow team members). The project can be at whatever stage of development that is appropriate, although students should try to choose a project for the research practicum that is at the stage of designing the study and that will allow them experiences with data gathering and/or analysis.

Expectation of Time Commitment

Generally it is difficult to imagine that you could have a good practicum experience without spending at least 6 hours, on average across the semester, in the research project that will fulfill this requirement. It is easy to imagine that there may be weeks when the time commitment is much more than 6 hours. Please discuss with me how to think about this time commitment, if you have any questions.

Products

The only outcome required from all students taking Research Practicum is a short paper (2-3 pages) at the end of the semester describing what the experience has taught you about research in this area. In support of this description, any other outcome associated with the project that was produced either by you or by the team as a whole should be turned in. Some possibilities include coding schemes, conference proposals, PowerPoint presentations, manuscripts, etc.

Readings

There will not be any set readings for the class except a paper by Noll and Fox (or some similar piece we agree would be appropriate) that should help you appreciate and understand the experience you are undertaking. Some reference to this paper should be evident in the reflection you turn in.

Noll, E., & Fox, D. L. (2003). Supporting beginning writers of research: Mentoring graduate students' entry into academic discourse communities. *National Yearbook Conference Yearbook*, 52, 332-344.

Grade Contract

This class is organized on a modified mastery plan, which means that the basis of evaluation is how much you learn and not how well you do in comparison to others in the class. The class must be taken for a grade. I will determine the grade based on my evaluation of your reflection paper (see above) as well as in consultation with the faculty member supervising you or leading the research team that you have joined. It will not be difficult to earn an A but it is possible to receive a B or C in the course based on evidence that you have not taken part well or fully in the experience. It is also possible to receive an incomplete in the class but only after a discussion with me.