

Teaching Research Online: A Constructivist Strategy

Fabio Chacon, Ph.D., and Liz Romero, Ph.D.

Objectives

- Description of the courses developed
- Constructivist perspective
- Design strategies
- Teaching strategies



Courses

- Research methods
 - Goal
 - Characteristics

Home | Course
 (HDV-283604-01-08SP1) Quantitative Research: Design and Methods
[Edit Page](#)

Home | Course
 (SOC-283424-02-08SP1) Survey of Social Science Research Methods
[Edit Page](#)

Theoretical Perspective

- Constructivist
 - Knowledge construction
 - Reflexion
 - Self-direction

ETHIC	EXAMPLE: QUALITATIVE	EXAMPLE: QUANTITATIVE	ETHICS/CONDUCT
Select a broad area of interest to research topic.	Learning	Learning	Personal interest Professional significance General reading: particularly, textbook chapters related to the topic. Conversations with faculty and peers
For narrow focus topics, or a manageable research problem, ask questions about the topic such as "who / what / where / when why / how?"	What are major issues regarding learning? What aspect of learning is interesting to me? How is the aspect observed in a natural setting?	What are major issues regarding learning? What aspect of learning is interesting to me? What are the factors or variables involved in this aspect?	Read abstracts of literature for overview

Instructional Strategies

- Advance organizers
- Rehearsal strategies
- Collaboration strategies
- Chunking Strategies
- Virtual Experimentation
- Metacognitive scaffolding and peer-enabled scaffolding
- Integration strategies
- Feedback
- Evaluation and grades posted in the grade book
- Involvement of the instructor
- Guidance and Scaffolding:

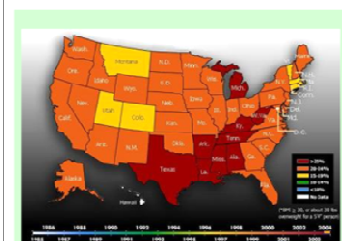
Advance organizers

- Organization of content by modules
 - Relate new information with the existing one
- Icebreaker discussions
 - Gather and assess information
 - Raise questions
 - Formulate problems

A Typical Research Problem

Let us start by discussing about a problem the way researchers do. problem: What factors are involved? How are these factors defined certain factors and the phenomenon under investigation? Some time resolving determinate situations.

When a researcher attempts to respond those questions, she must. This is not an easy feat to achieve, because - as any other person the problem in all dimensions to find answers that are not known. To reflect about the following problem.




Rehearsal strategies

- Open ended questions
- Examples
- Feedback

 Discussion 3c - Analyzing qualitative data

[Settings](#) [Reports](#) [Utilities](#) [Delete](#) [Ask a Question](#) | [Print](#) | [My Notes](#) | [Previous](#) [Next](#)



1. In what sense can images or videos be sources for qualitative research?
2. Can you provide an example of triangulation in social research?
3. Can you identify three categories that you would use to code the advertisements you in your local newspaper? Soft drink ads you see on TV?
4. If you were going to use a diagram as above, but your subject is "Joining or identifying with a political party during your young adult years" - what are some of the terms that might appear in the boxes in your diagram? Which of them might lead to political party identification and which might result from political party affiliation?

Collaboration Strategies

- Discussion
- Team projects
 - Summarize
 - Analyze
 - Compare
 - Contrast

 **Course Starter Discussion (first week)**

[Add Content](#) [Rearrange](#) [Settings](#) [Reports](#) [Utilities](#) [Delete](#)

 **Orientations for Icebreaker Discussion on Adolescence**
Course Starter Discussion (due by the end of the first week)

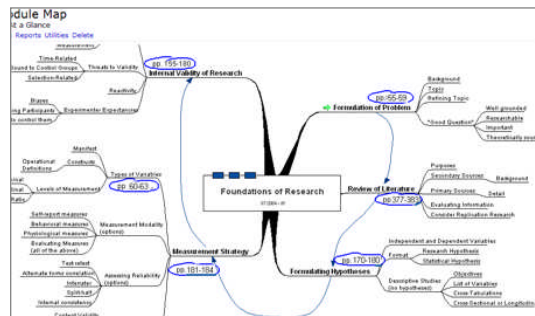
 **Discussion 01a - MEANING Group**

 **Discussion 01b - DATA Group**

 **Discussion 01c- All Class**
(due by the end of the first week)

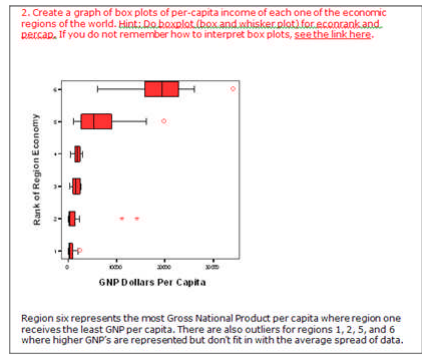
Chunking Strategies

- Concept maps
- Tables
 - Focus on important ideas
 - Relate components



Virtual Experimentation

- Technology
 - Analyze information
 - Solve problems
 - Simulations
 - Interactive experiments
 - Statistical software



Metacognitive scaffolding and peer-enabled scaffolding:

- Rubrics
- Checklists
- Brainstorming

(SOC-283424-02-08SP1) Survey of Social Science Research Methods

Course Calendar Modules Communicate Resources Report Manage

Home | Course > Modules > Module 06 Writing P... > Evaluation Rubric fo... Fabio Chacon - Editor

Written Assignment Area

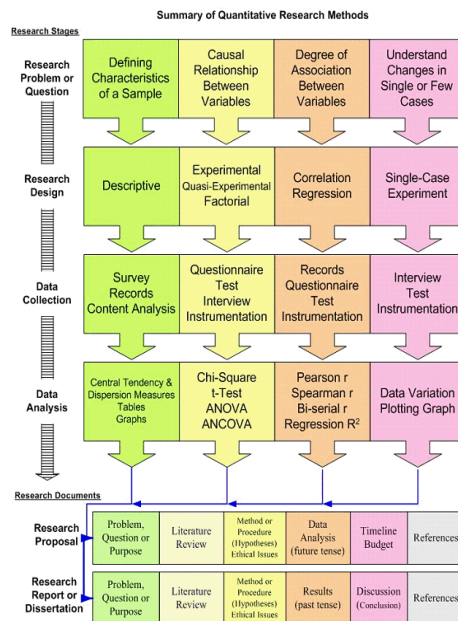
Settings Reports Utilities Delete Ask a Question | Print | My Notes | Previous Next

RESEARCH PROPOSAL RUBRIC (100 Points)

Typical Grade	A, A-	B+, B, B-	C+, C, C-, D	Your Points 1-100
Presentation Organization	Paper is professionally presented with regard to mechanics, layout and appearance. APA guidelines have been followed. Paper is well organized with well-	Paper is somewhat professionally presented with regard to mechanics, layout and appearance. Most guidelines have been followed. Paper keeps at	Paper is adequately presented with regard to mechanics, layout and appearance. Key guidelines have been followed. Paper is not well organized. Only key	

Integration strategies

- Final project



Feedback

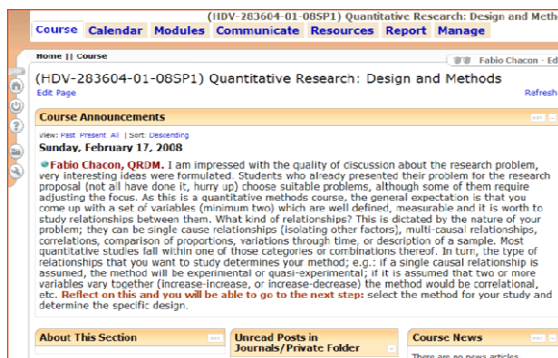
- Motivational
- Corrective
- Confirmation
- Elaborate

Evaluation and grades posted in the grade book

- For Instructors
 - Provide information about progress
 - Implement remedial measures
 - Increase students motivation
 - Learners are informed about how they are performing

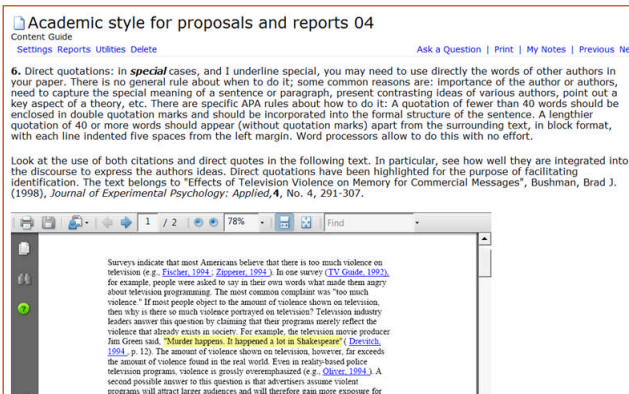
Involvement of the instructor

- Promote participation/involvement
- Provide feedback
- Inform about their progress



Guidance and Scaffolding

- Review work in progress
- Provide guidelines
- Respond to questions/comments posted



COLLES Survey

- <http://surveylearning.moodle.com/colles/>

Questions...
