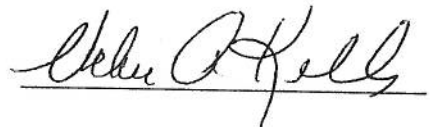


AL699 Introduction to Graduate Scholarship and Writing Development

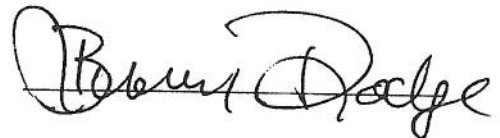
By

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AL699 INTRODUCTION TO SCHOLARSHIP WRITING AND DEVELOPMENT

A Project

Presented for the

Masters of Health Science Degree

Washburn University

Kayla Keeshan

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Abstract

The purpose of this project was to develop a course for future graduate students to develop a foundation of writing skills that will prepare them for what the Masters of Health Science in Health Care Education requires. The course is designed to show a few of the learning tools of the learning management system utilized throughout the Masters of Health Science program, along with expectations of graduate scholarship. This project incorporated an understanding of adult learners and the importance of utilizing proper outcomes and objectives to broaden students' views of literacy and writing skills. By evaluating and implementing academic integrity and quality writing, students should feel prepared to succeed in the Masters of Health Science Program.

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The objective of this project was to develop an online course, utilizing multiple areas of educational technology. The course selected to be developed is titled AL699- Introduction to Graduate Scholarship and Writing Development. This course is designed to be completed by accepted candidates of the Masters of Health Science Program (MHS) prior to enrolling in the first semester of the program. It was developed to ease students into the program by establishing writing expectations and demonstrating the types of teaching methods are utilized throughout the MHS program.

The primary focus of the research presented in this paper is distance education because the MHS courses, including the newly developed AL699 course, are delivered entirely online. Distance education is a term that means teaching that occurs in a different place than learning with the utilization of diverse communication technologies with special instructional organization. While distance education employs various technologies that may not be found in a traditional face-to-face course, distance education shares common components with traditional instruction such as a teacher, learner, content organized around objectives, designed learning experiences and some form of evaluation. A critical point is that distance education is more than the course content. For example, an encyclopedia or informative website is not a course itself, but are rather supplemental tools.

Distance education is primarily perceived as a means of overcoming inequalities of educational opportunities. Distance education increases access to education by removing certain barriers such as geographic location and time constraints. While distance education is a unique mode of delivery, course design remains a fundamental element. Understanding the course audience (student), defining the course content, and creating meaningful organization of the content are important responsibilities of the educational system (Moore, Kearsley, 2012).

Understanding the adult learner is vital in supporting them in the learning process.

The adult learning theory, also referred to as Andragogy was initially crafted by Malcolm Knowles in 1984. This theory of adult learning consists of five assumptions about the adult learner; self concept, the adult learner experience, readiness to learn, orientation to learn, and motivation to learn. There are four principles of Andragogy which also apply to adult learners. The first principle states that adults need to have involvement in the planning and evaluation of their instruction. Additionally, experience should provide the basis of learning activities, including their mistakes. Further, adults take high interest in learning subjects that have an immediate impact on their job or personal life. Lastly adult learning is problem centered verses content orientated. Some examples of the application of these principles from Knowles included providing an explanation for why specific topics are being taught; additionally, instructions should be task-orientated rather than memorized. Instructions should account for a wide range of learning backgrounds and learning materials and activities should account for varied previous experience with computers. Since adult learners tend to be self-directed and less likely to depend on people, it is important to allow them to discover things and knowledge for themselves with guidance or direction as needed even if they make mistakes (Pappas, 2013).

With resources like Online Learning Consortium (OLC), online learning does not have many limits. OLC is the leading professional organization devoted to advancing quality online learning. This organization provides professional development and instruction for best practice publications and guidance to educators. OLC offers conferences, quality learning opportunities and tools for self and institutional success. The OLC developed a building block known as the five pillars of quality online education that help develop a successful online

learning environment. These pillars were structured to help instructors identify goals and measure progress towards them. The quality pillar consists of learning, faculty, students, scale and access (OLC, 2016).

The learning portion of this pillar is concerned with ensuring online students are provided high quality education. It is important to make sure that there is no difference in the outcomes achieved in-between online learning and traditional learning. Ensuring consistent learning outcomes is achieved through traditional learning for students is done by taking advantage of unique characteristics of online environments to offer learning experiences that symbolize the distinctive quality of the institution offering them.

The faculty portion of the OLC quality pillar involves the idea that instructors found the online teaching experience to be personally rewarding and professionally beneficial. This portion can be improved when the institution supports faculty members with strong and well-maintained technical infrastructures, guidance in online instructional skills and online technical and administrative backing.

The OLC quality pillar also addressed students. Students' satisfaction is a reflection of the effectiveness of all the components of the educational experience. The overall goal would be that every student that completes the course expresses fulfillment with the course. Appropriate and constructive professors and peer interaction as well as access to student support services are important components of achieving high levels of student satisfaction. The degree of which the professor and peer interaction were appropriate and constructive and the level of access students had to support services influence student satisfaction ratings. Students who felt that with the professor's help they achieved the learning outcomes that match the course, and

learner objectives with supportive, individualized, engaged, and beneficial learning are more likely to be satisfied with the course.

The concept of scale in the OLC pillar has to do with the principle that enables institutions to provide their best educational value to learners. The goal would be that the institution would control costs so that the tuition is affordable yet ample to meet development and maintenance costs for the institution to still expand and invest in startup and infrastructure.

Lastly, with the OLC pillar, access, refers to providing the means for all qualified and motivated students to complete courses, degrees and programs in their desired disciplines. Access starts with enabling prospective learners to become aware of available opportunities through effective marketing, branding and basic program information. It continues with providing program access, seamless access to courses and appropriate learning resources. Access involves three areas of support including that of academic support like tutoring, advising and library resources. A second area of support is administrative support, which includes financial aid and disability support. The third area of support is technical support such as hardware and helpdesk (OLC, 2016).

An online learning management system such as Desire to Learn (D2L) is the system Washburn University uses for their online learning. They have been developed and selected to create a successful online learning environment. D2L is considered number one in areas like innovation, student performance and retention, customer engagement, accessibility, and ongoing training and support services. D2L has the ability to make learning a fully online experience or a blended learning experience. Advanced analytics that map, analyze and report on learning outcomes ensures quality in the e-learning experience. D2L incorporates tracking tools

which display connections of learning outcomes among various levels including course, program and organizational levels. D2L builds progress charts to see competencies, learning objectives and assessment activities. This allows for tracking individual achievement and highlights critical knowledge gaps. D2L optimizes learning outcomes with quantitative metrics that drive academic performance and improve program design. D2L generates a data report through an interactive grading target tool that shows learner interaction and communication, rubric analytics that show insight into delivery of assessment and activities, and a cumulative view of progress (D2L, 2016).

Desire to learn promotes faculty productivity through reports on learning objects, peer ratings, and peer reviews to boost content quality and enable recycling of rich material across several courses. This is achieved by the built-in feedback and rating tools that heighten learning objects. The ability to have advance searching, full text indexing and assessment storage are all time-savers. Easy management of learning objects occurs through a repository or within the course itself. D2L also supports an ecosystem of learning resources. With a single user interface for searching and accessing learning objects allows for support with open educational resources, external libraries and content repositories (D2L, 2016).

Tools and technology used to build a distance educational course varies with the content that is being taught. There are so many options to pick from when it comes to tools that can be used in teaching an online course. Tools range from basic power point presentations, you tube or video sharing, to more extravagant tools that are on the market for purchase. These more extravagant tools allow for more of an all inclusive source to store files utilized during a course with additional presentation options for more creative student-teacher engagement. Discussion

forums, article sharing, and assignment exercises are just a small portion of the options available to instructors as online course is being designed.

Online learning best practices that ensure student success in online courses were demonstrated by individuals like Bill Pelz, a professor of Psychology at Herkimer County Community College. Bill Pelz is an award winner of the Sloan Consortium award for Excellence in Online Teaching. He is known for his *Principles of Effective Online Pedagogy*. His first principle is to let the students do the work. He emphasizes that the more quality time that students spend with content, the more they actually learn. He gives specific examples of how to engage students with the content like student lead discussions, students finding and sharing web resources, peer assistance, students grading their own assignments, and case study analysis. The second principle proposed by Pelz is that interactivity is the heart and soul of asynchronous learning; stressing that interactivity must go beyond simple student discussion. This type of interactivity can be achieved by students having to interact with each other, the professor, the text, the internet, the entire class, small groups, teams and partnerships. In addition to discussing the course content, student interactions can revolve around assignments, problems to solve, case studies and lab activities. The final principle Pelz promotes is to strive for presence. Specifically, there are three types of presence: social presence, cognitive presence, and teaching presence (Handover Research Council, 2009).

The social presence has to do with students establishing their personal characteristic into the discussion as real people. There are at least three forms of social presence: affective, cohesive, and cognitive. Affective social presence is defined as, the expression of emotion through feelings or mood. Interactive social presence is evidenced by students

understanding and thinking about others' responses. Cohesive social presence emphasizes the building of common goals and group commitment.

Cognitive presence is the extent to which the professor and student can confirm meaning through a sustained discussion within a community of inquiry. The Cognitive presence can be shown by introducing factual, conceptual, and theoretical knowledge into the discussion. The value of the cognitive exchange is calculated by the source, clarity, accuracy and comprehensiveness of the knowledge.

Teaching presence is the facilitation and route of cognitive and social processes for the meaningful, personal, and educationally worthwhile learning outcomes. There are two ways in which a professor and student can add teaching presence to a discussion. The first method is achieved by facilitating the discussion with identification of what is an agreement/disagreement, seeking to reach consensus, encouraging and reinforcing student contributions, setting a atmosphere for learning, seeking and prompting discussion, and assessing the competency of the process. The second way of establishing teaching presence is through direct instruction, by presenting content and questions, focusing the discussion, condense the discussion, confirming acknowledgement, recognize misperceptions, application of knowledge from diverse sources and responding to technical concerns (Handover Research Council, 2009).

Overview of Project

The first step in developing the Introduction to Graduate Scholarship and Writing Development course was to research the intended objectives of the course. An overview of expectations and a general course outline of main content points was provided by the supervisor of this project. The course was developed to help integrate incoming graduate students into the

Masters of Health Science Program and to prepare them to meet the Masters of Health Science program requirements. The course description states that the purpose of this course is to establish a foundation of writing skills while familiarizing students with the expectations of graduate scholarship. Scholarly writing elements, including annotated bibliographies, APA format and style, effective use of evidence, literacy skills, academic integrity, review and critique of literature, and rhetoric are strongly emphasized.

The significance of this project is in its aim to help transition students from undergraduate studies to graduate studies by addressing the expectations of graduate students while acknowledging the anxiety that students may experience during the transition. The course was developed to build a foundation of knowledge that will assist students in the development of graduate level academic writing skills and establish a fundamental understanding of educational technology.

With this course being a stepping stone into the Masters of Health Science Program, it also needed to address the programs goals as well as the course outcomes. The program goals consist of four main points: to meet the need of allied health professions for qualified and effective educators within our community, state, and country; to develop allied health educators who are prepared to manage the accreditation requirements and administrative duties of allied health education programs; to develop allied health educators who effectively use technology in the learning/instructional process; and to develop the concepts of continuous improvement and problem solving within education utilizing the concepts of action research. These outcomes did not have to be developed, as they already were in place for the Masters of Health Science Program at Washburn University (Washburn University, 2016).

With the program goals in mind, the next step was to set outcomes for the course. After reviewing the provided course overview and general content outline, the following outcomes were developed: to understand APA format and style, to analyze scholarly writing elements, to apply advanced literacy skills, to create scholarly writing skills, and to evaluate academic integrity. These outcomes were based on research from Blooms Taxonomy of learning. With the revision from 2001, these elements have been proven to work with establishing outcomes for learning objectives, allowing for proper planning and delivery of instruction, design of assessments and module tasks, and to validate that instruction aligns with assessments and objectives (Armstrong, 2016).

The next step in the course design process was development of the syllabus for the course. Knowing that an appropriate tone is important, resources from Cornell University's Center for Teaching Excellence were referenced. A comprehensive syllabus was developed which included essential guidelines for communication, understanding outcomes and student responsibilities. The creation of the syllabus was designed such that students could successfully understand course expectations and misunderstandings were deferred (Cornell University CTE, 2016). The final phase of the syllabus creation process involved adding the university master syllabus additions. Once the additions were added, the syllabus was complete with communication information, program outcomes, course outcomes, grading, course policy, technical help resources, and the course outline. The course schedule was very simple to develop for the uncomplicated reasoning that the course is not made to have set weekly assignments, but rather to be completed at the students' leisure in the time frame between being accepted into the Masters of Health Science Program and the first semester of that program.

With addressing the program outcomes, course description, course outcomes, and course objectives, development of the course outline took place. The course outline is to provide students with a general guide of the course and what is to be expected; setting out an overall plan of each module with learning activities or assignments. Students should be able to reference the outline to help them function efficiently and effectively through the course. This is where modules were created and what activities were needed to utilize through the course to meet the outcomes (McGill, 2016).

With the course outcomes in the forefront as a point of focus, development of assessment modules for the course were generated. Deciding on which modules or activities to use must take into account that there are several different types of learners and different tools that can be utilized to teach different objectives, as mentioned earlier.

The first module introduces the interactive discussion forums that take place through online discussion posts. Throughout the graduate experience, this is a vital tool to express interaction between students and professors. It is utilized to address topics and assess understanding of those topics. The particular topic created for the first module was to discuss the writing tools that are available to students as well as their pros and cons of each writing tool. By choosing this particular topic for a discussion allows for students to demonstrate their own experiences with such writing tools, which often is more helpful than just reading an article about it. The objective of this module is for students to feel more comfortable engaging in discussion forums with other students, as well as seeing what possible writing tools that may be utilized during the graduate experience. In module one, additional reading assignments were added, to introduce APA style, the reference list, and Mabee Library. These were added to help the learners to find additional academic resources.

Module two gives insight on how important grammar is in graduate writing. It consists of two exercises that need to be completed about adverbs. The objective of the module was not to step backwards and become more elementary, but to touch base to the roots of grammar foundation and remind students of their strengths and weakness. This module shows students that there are exercises to build and strengthen those fundamental aspects of writing such as adverb writing usage. Additionally, this module is where students can locate the student handbook and graduate catalog. These both touch on the expressed importance of academic integrity. Module two also introduces the process of completing assignments and how to utilize dropbox in the desire to learn, learning management system.

Module three focuses on literature reviews and searches. The objective of this module is for students to feel comfortable doing research and finding credible articles that can be used when writing. It introduced the ability to utilize video within the course, showing a video on author credibility, and finding more engaging ways for students to learn. This module also includes five links that help with establishing resource and author credibility. Lastly, the module contains an assignment that involves actually critiquing an article. The assignment requires the student to find an article and critique it. It had a series of questions to go through to find out whether or not the article they found is credible. This assignment offers the opportunity to use the dropbox function, something graduate students will do in all of the MHS courses.

The topic of module four is the Annotated Bibliography. The objective of the module is to create competency in creating an APA style reference list. The module contains four links that support learning about creating a reference list when writing research papers. Although this module did not include an assignment, knowledge gained from this module will be demonstrated in module five's assignment.

Module five is comprised of a single assignment. The assignment is, to write a three to five page paper on a topic of the student's choice relevant to Healthcare; for example, these may include topics on cancer, heart disease, depression. It involves utilizing APA style, including an annotated bibliography with a minimum of five sources. This module includes the information that was covered in the previous modules and requires students to apply that information. This final assignment allows for the application of knowledge as a means of demonstrating understanding of the course objectives.

Each module has a purpose of sharing particular information that is needed in scholarly graduate writing. Additionally each module serves to introduce different learning tools that will be used throughout the Masters of Health Science Program, such as discussions, videos, links, assignments and available external resources.

The course, Introduction to Graduate Scholarship and Writing Development is an introductory course to help bridge students into meeting the academic expectations of graduate coursework. The implementation of this course provided the opportunity to demonstrate the research needed to effectively teach online and have students efficiently learn through different learning tools. The overall purpose of this project was to utilize learning tools not only from the perspective of teaching students about foundational writing skills, but to also apply those same learning tools to the application of education from a teaching standpoint. The development of a course is so much more than gathering information and giving it to students in hopes that they will retain it. The development of a course provides the opportunity to reach complex learners and develop different ways to deliver information and assess its retention.

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Table of Contents

Course Building Documents

Let's just use this module as a dropbox to share information back and forth. When the course is done, we can delete this module.

Writing Course Outline

This is simply the working outline I made up. You can change it is you like. The topical outline is what I had thought to cover and the other outline has some resources. Feel free to add anything to the first one. You need to add stuff to the second one; the activities are incomplete.

Cheat Sheet for Building D2L Courses

Here's a good resource I made for you to see how to do things within D2L.

Master Syllabus Template

Use this to frame the syllabus. You will need to complete the syllabus for inclusion in the course.

Start Here

Course Syllabus

Washburn Univesity syllabus additions

Course Outline

Syllabus

[master-syllabus-university additions](#)

[AL699 Syllabus](#)

AL699 course outline

Module 1

This module is to give you an introduction to writing organization software and resources. Familiarize yourself with what writing tools are out there to help develop your scholarly writing and literacy skills.

Writing Tools Discussion

Attached is a link of the top 10 tools for writers. Pick two of the tools listed, one from the category of collecting information and taking notes; one from the category of organizing thoughts and building greater projects. What do you feel are the pros and cons of each tool?

Please write one initial discussion post and respond to at least two other students post.

Objective: At the end of this module you will feel more comfortable engaging in discussion forums with other students, as well as seeing what possible tools you may utilize during your graduate experience.

link: <http://milaspage.com/top-10-tools-writers-stay-organized-efficient-successful-online-space/>

APA Style

Common References in APA

APA Reference list

Mabee Library

Module 2

Scholarly Writing and Academic Honesty

Attached are the Graduate Catalog and Student handbook that address Washburn University policy on Academic Honesty.

Grammar is a fundamental part of writing on a scholarly level. These exercises are to help identify your strengths and weaknesses.

Objective: At the end of this module you will have resorted back to the roots of your writing knowledge and fine tuned your writing skills. This may seem elementary but you will see a grammar section on every grading rubric throughout

Graduate Catalog

Student Handbook

Grammar Exercise

Grammar Writing Exercises

Copy and past activity into a Word document. Choose the correct answer and upload to drop box.

Exercise : Adjective or Adverb Exercise 1

Choose the correct item:

1. He (correct, correctly) defined the terms. The answer sounded (correctly, correct).
2. She (quickly, quick) adjusted the fees. She adapted (quick, quickly) to any situation.
3. He measured the floor (exact, exactly). They proved to be (perfectly, perfect) (exact, exactly) measurements.
4. The stillness of the tomb was (awfully, awful). The tomb was (awfully, awful) still.
5. It was a (dangerously, dangerous) lake to swim in. The man was (dangerous, dangerously) drunk. The gas smelled (dangerously,dangerous).
6. She performed (magnificent, magnificently). It was a (magnificent, magnificently) beautiful performance.
7. Her voice sounds (beautifully, beautiful). She sang the song (exact, exactly) as it was written. We heard it (perfectly, perfect).
8. He was a very (sensibly, sensible) person. He acted very (sensible, sensibly).
9. Mike wrote too (slow, slowly) on the exam. He always writes (slow, slowly).
10. Talk (softly, soft) or don't talk at all. The music played (softly, soft).
11. Andrea knows the material very (good, well). She always treats us (good, well).
12. You must send payments (regular, regularly). We deal on a (strictly, strict) cash basis.
13. The mechanic's tools were (well, good). The foreman said that his work was (good, well) done.
14. She worked (careful, carefully) with the sick child. She was a very (careful, carefully) worker.
15. He did not pass the course as (easy, easily) as he thought he would.
16. I find this novel very (interesting, interestingly). It was (interesting, interestingly) written.

Grammar Exercise 2

Grammar Writing Exercises

Copy and past into a Word document. Complete assignment and upload to drop box.

Exercise : Adjective or Adverb Exercise 2

In the following sentences, cross out the incorrect words and write in the correct form in the blanks. If the sentence is correct as it is, write "correct" in the blank.

1. Terrence plays quarterback as well as Brian. _____
2. The game hadn't hardly begun before it started to rain. _____
3. This was sure a mild winter. _____
4. Jane behaves more pleasant than Joan. _____
5. When you are a parent, you will think different about children. _____
6. I felt badly about not having done good on my final exams. _____
7. Whether you win is not near as important as how you play. _____
8. Asian music often sounds oddly to Western listeners. _____
9. Does your car run well enough to enter the race? _____
10. I felt safely enough to go out at night on my own. _____
11. You can see the distant mountains clear with these binoculars. _____
12. Our team was real sharp last Saturday afternoon during the game. _____

Module 3

Literature Reviews and Searches

Objective: At the end of this module you will feel more comfortable doing research and finding credible articles that can be used when writing.

Author Credibility Video

Helpful Links

Critique of Literature

How to critique a journal article:

Find a journal article and follow the instruction found in the file: How to critique a journal article and submit to dropbox.

Module 4

Annotated Bibliographies

Objective: At the end of this module you will be competent in creating an APA style reference list.

Helpful Links for AB

Module 5

Objective: To collectively apply all the information that you have learned in the previous modules.

Please write a 3-5 page paper on a topic of your choice relevant to healthcare. (i.e. cancer, depression, Alzheimer, heart disease, birth control, etc.) Utilizing APA style. Include an annotated bibliography with a minimum of 5 sources. Please upload to drop box.

Drop Box for Final Paper