LTEC 6512: Analysis of Qualitative Research in Learning Technologies

Instructor Contact

Name: Deborah Cockerham, Ph.D.
Office Location: G175
Phone Number: 940-565-7440
Office Hours: by appointment
Email: Deborah.Cockerham@unt.edu

Communication Expectations: Students should contact the instructor through Canvas or through campus email (deborah.cockerham@unt.edu). During weekdays, expect a response from the instructor within 48 hours. Email is not monitored by the instructor over the weekend.

Course Catalog Description

Analysis of qualitative research in learning technologies as a tool for understanding the unique characteristics of technology and information-based research activities in the field. Special consideration given to research approaches that examine learning technologies. Students identify potential dissertation research topics and prepare preliminary reports that are critiqued in class in preparation for creating the dissertation.

Course Structure

LTEC 6512 is an online course that covers 16 weeks. There are 19 modules that should be completed within a 16-week semester. Interaction with the professor occurs biweekly through Adobe Connect (See schedule).

Course Prerequisites or Other Restrictions

Prerequisite courses include LTEC 6000 and LTEC 6510 or permission of the instructor.
Course Objectives

Students should achieve the following objectives through the course:

1. List at least five values of qualitative research methods.
2. Document knowledge through assessments and papers of philosophical assumptions that inform qualitative research methods.
3. Demonstrate, through papers and projects, skills at using participant observation and in-depth interviewing
4. Demonstrate, through papers and projects, the ability to engage in focus groups and mediated approaches.
5. Read and explain exemplar qualitative research studies.
6. Design and conduct a qualitative research project of one's own.
7. Demonstrate at least two ways to analyze qualitative data.
8. Write a conference-ready qualitative research paper.
9. Demonstrate, through papers and assignments, the skill set necessary for groundwork for a successful qualitative comprehensive exam question or a final thesis/dissertation.
Materials

Primary resources (required)


Secondary resources


Electronic articles and scanned chapters available via password-protected course website

Recommended texts


**Teaching Philosophy**

It is my responsibility as your instructor to provide the resources and climate for students to learn the objectives covered in this course. Students’ responsibilities are listed below.

Each student will:

1. Read text assignments, attend online meetings (either synchronously or non-synchronously, take quizzes, and complete class activities.
2. Prepare and submit all assignments in a timely manner.
3. Prepare and submit an original research proposal in a timely manner.
4. Prepare for and demonstrate an on-going understanding of course instruction through exams.
5. Work to present a thorough research project in written format and to the class.

**Technical Requirements & Skills**

**Minimum Technology Requirements**

Provide a list of the minimum technology requirements for students, such as:

- Computer access
- Reliable internet access
- Speakers
- Microphone
- nVivo access
- Microsoft Office Suite
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements)
Computer Skills & Digital Literacy

Course-specific technical skills that learners must have to succeed in the course:

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs
- Using presentation and graphics programs
- Using a drop box
- Using Office Suite

Netiquette

Netiquette, or online etiquette, refers to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors’ proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don’t refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- Use standard fonts such as Arial, Calibri or Times new Roman and use a size 10 or 12 point font.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or ☺.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other’s).
- Do not send confidential information via e-mail.

See these Netiquette Guidelines (http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf) for more information.

Success in an Online Course

While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations. For information on successfully online participation, please, read “How to Succeed as an Online Student” (https://clear.unt.edu/teaching-resources/online-teaching/succeed-online).

Getting Help

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UNT Help Desk: http://www.unt.edu/helpdesk/index.htm
Email: helpdesk@unt.edu
Phone: 940-565-2324
In Person: Sage Hall, Room 130
Walk-In Availability: 8am-9pm
Telephone Availability:
- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm
Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical Help (https://community.canvaslms.com/docs/DOC-10554-4212710328)

Student Support Services
- Registrar (https://registrar.unt.edu/registration)
- Financial Aid (https://financialaid.unt.edu/)
- Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
- Career Center (https://studentaffairs.unt.edu/career-center)
- Multicultural Center (https://edo.unt.edu/multicultural-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- Student Affairs Care Team (https://studentaffairs.unt.edu/care)
- Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- Pride Alliance (https://edo.unt.edu/pridealliance)

Academic Support Services
- Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
- Academic Success Center (https://success.unt.edu/asc)
- UNT Libraries (https://library.unt.edu/)
- Writing Lab (http://writingcenter.unt.edu/)
- MathLab (https://math.unt.edu/mathlab)

Course Requirements

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Two Class Tests (15 pts. Each)</td>
<td>30 points</td>
<td>30%</td>
</tr>
<tr>
<td>Class Assignments (available in modules, 19@2.5 pts. Each)</td>
<td>47.5 points</td>
<td>47.5%</td>
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<tr>
<td>Peer Review of Project</td>
<td>2.5 points</td>
<td>2.5%</td>
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<tr>
<td>Final Project</td>
<td>20 points</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>100 points</strong></td>
<td><strong>100%</strong></td>
</tr>
<tr>
<td>Week</td>
<td>Topic / Readings (to have completed) / Assignments Due</td>
<td></td>
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<td>------------------------------------------------------</td>
<td></td>
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| 1/16  | Fraenkel-Chapter 18: The Nature of Qualitative Research  
      | Fraenkel-Chapter 19: Observation and Interviewing  
      | Fraenkel-Chapter 20: Content Analysis  
      | Class Meeting 7:00 central time in Zoom [https://unt.zoom.us/j/344441327](https://unt.zoom.us/j/344441327) |
| 1/23  | Entering the Conversation of Qualitative Research That Matters  
      | Tracy – Prologue: Is this book for me?  
      | Tracy – Ch 1, Developing contextual research that matters  
      | Tracy – Ch 2, Entering the conversation of qualitative research  
      | Due: Fraenkel, Assignments 18-20 (Modules 1-3) |
| 1/30  | Paradigmatic Reflections  
      | Tracy – Ch 3, – first half – Paradigmatic Reflections  
      | Planning & Negotiating Access  
      | Tracy – Ch 4 and 5: Fieldwork and fieldplay; Negotiating access & exploring the scene  
      | Thick Description, Ethnography of Communication, and Symbolic Interactionism  
      | Tracy – Ch 2 and 3 – Sections on thick description, ethnography of communication, and symbolic interactionism  
      | Due: Tracy, Chapters 1 and 2 (Modules 4 and 5)  
<pre><code>  | Class Meeting 7:00 central time in Zoom [https://unt.zoom.us/j/344441327](https://unt.zoom.us/j/344441327) |
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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| 2/6   | Proposing Research to Institutional Review Boards and Other Audiences | *Tracy – Ch 4, Proposal writing: Explaining your research to institutional review boards, instructors, supervisory committees, and funding agencies*  
Feminist Approaches and Relational Ethics  
*Tracy Ch 3, – Feminist approaches section*  
Due: Tracy, Chapter 3 (Module 6)                                                                                   |
| 2/13  | Field Roles, Fieldnotes and Field Focus                               | *Tracy – Ch 6, – Field roles, fieldnotes and field focus & Appendix A, fieldnote*  
*Tracy Ch 3, – Participatory action research section*  
Due: Tracy, Chapter 4 (Module 7)                                                                                     |
| 2/20  | Planning, and Practicing Interviews and Focus Groups                 | *Tracy Ch 7: Interview Planning and Design: Structuring, wording and questioning*  
*Tracy Ch 8: Interview practice: Embodied, mediated, and focus group approaches*  
*Tracy Appendix B–Focus group guide and Appendix C– Interview transcription excerpts*  
Sensemaking & Structuration  
*Tracy Ch 3 – Sensemaking and structuration sections*  
Due: Tracy, Chapter 5 (Module 8)                                                                                      |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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| 2/27 | Planning, and Practicing Interviews and Focus Groups  
Tracy Ch 7: Interview Planning and Design: Structuring, wording and questioning  
Tracy Ch 8: Interview practice: Embodied, mediated, and focus group approaches  
Tracy Appendix B–Focus group guide and Appendix C– Interview transcription excerpts  
Due: Tracy, Chapter 6 (Module 9)  
**Class Meeting 7:00 central time in Zoom** [https://unt.zoom.us/j/344441327](https://unt.zoom.us/j/344441327) |
| 3/5 | Midterm  
Playing with Data Analysis  
**Due:** Tracy, Chapters 7 and 8 (Modules 10 and 11)  
**Class Meeting 7:00 central time in Zoom** [https://unt.zoom.us/j/344441327](https://unt.zoom.us/j/344441327) |
| 3/19 | Tracy Ch 9 – Data analysis basics: A phonetic iterative approach  
Virtual and Mediated approaches  
Due: Tracy, Chapters 7 and 8 (Modules 10 and 11)  
**Class Meeting 7:00 central time in Zoom** [https://unt.zoom.us/j/344441327](https://unt.zoom.us/j/344441327) |
| 3/26 | Analyzing Data Texts  
Tracy Ch 10 – Advanced data analysis: The art and magic of interpretation  
Evaluating Qualitative Inquiry – The Criteria Controversy and The Politics of Evidence  
Tracy Ch 11 – Qualitative quality: Creating a credible, ethical, significant study  
Due: Tracy, Chapter 9 (Module 12)  
Identification Exam in Class |
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<tr>
<th>4/2</th>
<th>Writing Part One</th>
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<tbody>
<tr>
<td></td>
<td><strong>Tracy Ch 12 – Theorizing and Writing: Explaining, Synthesizing, and Crafting a Tale</strong></td>
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<td>Autoethnographic, Embodied, &amp; Performative Approaches</td>
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<td>Due: Tracy, Chapters 10 and 11 (Modules 12 and 13)</td>
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<td></td>
<td><strong>Class Meeting 7:00 central time in Zoom</strong> <a href="https://unt.zoom.us/j/344441327">https://unt.zoom.us/j/344441327</a></td>
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<tr>
<th>4/9</th>
<th>Writing Part Two</th>
</tr>
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<tbody>
<tr>
<td></td>
<td><strong>Tracy Ch 13 – Writing part 2: Drafting, polishing, and publishing</strong></td>
</tr>
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<td></td>
<td>Qualitative Resonance and Theory-Building</td>
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<td></td>
<td>Going Public</td>
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<td></td>
<td><strong>Tracy Ch 14 – Qualitative methodology matters: Exiting and communicating impact</strong></td>
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<tr>
<td></td>
<td>Tracy, S. J. (2012). The toxic and mythical combination of a deductive writing logic for inductive qualitative research. Qualitative Communication Research, 1, 109–141.</td>
</tr>
<tr>
<td></td>
<td>Due: Tracy, Chapter 12 (Module 15)</td>
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| 4/16 | Due: Tracy, Chapters 13 and 14 (Modules 16 and 17)  |
| 4/23 | **Semester Presentations**  |
|      | **Due: Final Semester Paper**  |
|      | **Class Meeting 7:00 central time in Zoom** [https://unt.zoom.us/j/344441327](https://unt.zoom.us/j/344441327)  |
| 5/5  | **Final Exam**  |
Grading
Include the grading scale (A-F) along with the point totals/percentages you will use to calculate the final grade. For example:

A = 90-100
B = 80-89.9
C = 70-79.9
D = 60-69.9
F = 50-59.9

Course Evaluation
Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department. SPOT evaluations assist with improving the quality of student experiences in the course. An announcement will be sent to students when SPOT evaluations are available. Please complete the evaluation. Your input is valuable.

Course Policies
Assignment Policy
Official due dates are for each assignment are available on the class schedule. Assignments and instructions for completing the assignments are available for each course module. Only assignments submitted in the course assignment drop box will be accepted. Please do not submit assignments through email. Assignment files that are accepted include (.DOC, .PPT or .PPTX).

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.
Assignments are due by 11pm on the date noted in the schedule. To receive credit, all assignments must be submitted in the assignment drop box. Late work must be submitted to the instructor no later than one week immediately following the original due date. No work will be accepted after that time. Grading on late work will begin at 80% of the total possible points therefore yielding a B at best for a final grade on the assignment. Emergency situations arise and sometimes keep students from submitting assignments. If such a situation arises, contact the instructor as soon as possible. The instructor will determine if the emergency warrants acceptance of late work.

Unless a valid emergency arises, there will be no opportunities to make up missed exams. What constitutes a valid emergency is at the discretion of the instructor. Medical emergencies and death in the family must be backed up with written documentation. It is the student’s responsibility to notify the instructor immediately upon realizing a conflict with an exam date or the inability to take an exam at the scheduled time. Decisions to allow postponement of an exam are made at the discretion of the instructor. Both the student and instructor will keep a written and accurate record of when assignments are submitted.

See the assignments located in each module for specifics on assignments and grading. Required assignments are uploaded by the student into the assignment drop box in Canvas. Each assignment has a rubric that explains how points are earned for the assignment.

See the course schedule for specific due dates and live course lectures. All lectures will be recorded for view by class participants at a later date. Please notify the instructor prior to the 5th class day if you have issues with being recorded for educational purposes.

**Examination Policy**
All exams are timed. Students may use class materials to complete exams. Students may not converse with each other during exam periods. Contact with another human entity for assistance or information is not allowed during the exam period. All questions concerning any exam should be directed to the professor. If you lose internet connectivity during the exam, contact the Student Helpdesk and document the remedy ticket number before contacting the instructor.

**Instructor Communication and Feedback**
The instructor will respond to email and discussion board posts with 48 hours during the work week. Email is not responded to over weekends and university holidays. Class assignments are typically graded within one week. If a delay is anticipated an announcement will be sent to the class. Papers and large projects are graded within two weeks.

**Attendance Policy**
Students are required to attend all online lectures. If a student misses an online lecture, the student must listen to the recording of the lecture within one week. All lectures will be posted on the discussion board.
Class Participation
The instructor encourages passionate participation, attendance and discussion.

Please complete assigned readings before class so you can participate in an enthusiastic and informed manner. Participation includes focused attention for the full class period, thoughtful and appropriate verbal participation (more does not always equal better), listening alertly and taking notes, concentrating on course material rather than distractions, and providing supportive interaction with other class members (fostering collective focus).

Weekly assignments are designed as learning tools for obtaining the skill set necessary to be a successful qualitative researcher. Interact with the assignments and your fellow students to maximize your learning potential.

*Inspiring* semester research paper and presentation

The course’s culminating assignment is a 15 page paper based upon your original qualitative research. This assignment involves locating a “site,” immersing yourself in its social action, analyzing the significance of that social action for its participants, and constructing a significant scholarly account of how the phenomena implicates practice and theory.

Your final project should reflect 25 or more field research hours (of participant observation, interviewing, focus groups, etc.). Each field hour is usually accompanied by 3–4 hours of recording, transcription, fact checking, and analysis, equating to about 5 to 8 hours each week over a 16 week semester associated with working on your own field project.

Syllabus Change Policy
If changes in the syllabus are made after the first week of the semester, an announcement will be sent in Canvas to all students.

UNT Policies

**Academic Integrity Policy**
Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

**ADA Policy**
UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their
eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (https://disability.unt.edu/).

Emergency Notification & Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's Code of Student Conduct (https://deanofstudents.unt.edu/conduct) to learn more.

Access to Information - Eagle Connect
Students’ access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail Eagle Connect (https://it.unt.edu/eagleconnect).

Student Evaluation Administration Dates
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the
email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.

Sexual Assault Prevention
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

Important Notice for F-1 Students taking Distance Education Courses

Federal Regulation

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the Electronic Code of Federal Regulations website (http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student’s physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student’s responsibility to do the following:
(1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.

(2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

Student Verification
UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses (https://policy.unt.edu/policy/07-002).

Use of Student Work
A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form

Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.

2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.
3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor’s image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Course Forms

All students completing assignments in groups must submit a group project form along with their assignment and/or project. A separate form should be submitted for each assignment.

Group Project Form (To be submitted if an assignment is completed in a group).

1. Name
2. Current Date
3. Date Assignment Due Date
4. Name and number of Assignment/Project
5. Group Members (only three total)
6. How many hours did you spend on this assignment/project as a group?
7. How many hours did you spend on this assignment/project individually?
8. Did anyone in your group spend significantly more time on this assignment/project when compared to other group members?
9. Did anyone in your group spend significantly less time on this assignment/project when compared to other group members?
10. Was there an assignment/project leader? If so, name the leader.
11. Were there any issues that you encountered while working in this group?
12. Were there any positive outcomes that you encountered while working with this group?