

EDCI 777 – 002
Research to Practice – Capstone Course
CRN 74002
Fall 2010
Thursday 4:30 p.m. – 7:10 p.m.
Robinson Hall, B-204

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Catalog Course Description

(From 2010-2011 GMU catalog)

- Provides culminating experience that synthesizes and applies essential elements of second language teaching and learning.
- Emphasizes teacher as change agent through critical inquiry into practice.
- Promotes collaboration between ESL and grade-level teachers to advance achievement of English language learners and language minority students.

A. Course Prerequisites:

- a. Admission to Graduate School of Education in CIMM, CISL, or CIFL program.
- b. Completion of ALL other courses in these programs. *Possible exceptions:*
Concurrent enrollment in EDRS 590 or elective or permission of instructor.

B. Required electronic equipment, instructional technology and internet based resources [Available free of charge through GSE's Office of Technology Support – A-Robinson Hall 310]

- a. GMU e-mail account. Students must obtain and use a GMU e-mail account with access to the internet. GMU makes these accounts available and provides training at no cost.
- b. Access to a PC with a modern Microsoft Operating System, Microsoft software, a modern Internet browser with support for Java and JavaScript, a printer, Internet connectivity, personal email account, anti-virus software with current definitions,
- c. Microsoft PowerPoint and related Internet-based resources.
- d. Mason Alert. <http://alert.gmu.edu> Please register for the *Mason Alert system* to be informed of emergency situations on campus by cell phone and e-mail.

C. Task Stream account. <https://www.taskstream.com/pub/>

- a. Knowledge and access to the TaskStream electronic management system is essential.
- b. EDCI 777 students are required to have a TaskStream subscription for this class: TaskStream is a flexible, customizable and comprehensive electronic portfolio, assessment management and standards-based instruction solution.
- c. In order to access Task Stream and submit work for evaluation, students will need to self-enroll into the TaskStream program, which corresponds to their program of study.
- d. For TaskStream help, please contact TaskStream Mentoring Services for help via phone at 1.800.311.5656 or by email at help@taskstream.com.

D. MME's Capstone Experience -- Teacher Action Research

EDCI 777, the CEHD-GSE-MME Capstone Experience is the culminating academic event for all CEHD graduate students. Students participate in the Capstone Experience during their last semester of taking courses to meet the comprehensive requirement of GMU's graduate school of education.

The Capstone Experience is designed to give M.Ed. candidates the opportunity to demonstrate their ability to organize, synthesize knowledge as developed throughout the M.Ed. academic program, and to apply these to their own teaching.

M.Ed. candidates enrolled in the EDCI 777 Capstone Experience will utilize the official TaskStream electronic course site to submit all components of the Capstone Experience for evaluation.

The Capstone course participants – M.Ed. candidates -- will actively engage in action research on a topic that is related to multilingual/ multicultural education and report on the outcomes of their study. This inquiry will have as its purpose to help increase PK-12 student learning and achievement among culturally, linguistically and ability diverse students.

Teacher action research is referred to in the literature as action research, practitioner research, teacher-as-scholar, practical inquiry, interactive research, classroom inquiry, or practice-centered research (Downtowner, Melvin & Sizemore, 1990). The common denominator in the many terms used to describe teacher action research is the teacher as an "active constructor of knowledge rather than a passive consumer of it" (Miller & Pine, 1990: 57).

Downtowner, S., Melvin, M.P., & Sizemore, P. (1990). Improving writing instruction through teacher action research. *Journal of Staff Development*, 11(3), 22-27. EJ430614

Miller, D.M., & Pine, G.J. (1990). Advancing professional inquiry for educational Improvement through action research. *Journal of Staff Development*, 11 (3), 56-61.

E. Course Overview

Essential elements of this course include:

- Reflection on teaching;
- Collaboration;
- Teacher action research through fieldwork,
- Problem-solving and innovations in teaching;
- Applications of technology;
- Development of presentation skills.

M.Ed. candidates will collaborate with peers to identify a research question in curriculum, instruction and assessment and design an Action Research Project (ARP) that investigates the question. The ARP and the presentation of the project will make use of technology to facilitate learning, as well as professional development. M.Ed. candidates are especially encouraged to develop instructional and assessment models to be shared with other teachers, including general education, and grade-level teachers who may be relatively unfamiliar with second language teaching approaches. M.Ed. candidates will experiment with action research approaches that address a real-life need demonstrated by an actual group of teachers and/or students.

F. Course Objectives

The M.Ed. candidate enrolled in EDCI 777 will...

1. Understand the research process in an educational setting, particularly how research on the improvement of one's own teaching can have a transformative effect on school improvement and change;
2. Have opportunities to study and improve their own teaching through the enactment of an action research project;

3. Implement action research process as an approach to education problem-solving and professional development.
4. Develop professional presentation skills using technology.

G. Course Requirements: Action Research Project (ARP)*

Action Research Project		% Grade	Due date
<i>*Action Research Projects can be conducted in 2- or 3-member teams. MME faculty encourages Pre-Service teachers work with In-Service teachers in order to enhance their learning.</i>			
a.	Primary and Secondary Research questions	Must be discussed with and approved by instructor prior to data collection.	
b.	ARP draft proposal (peer review and instructor's feedback)	Ungraded	Session Four
c.	Research question and data collection proposal [To be posted/ uploaded in Task Stream]	30%	On or before session six.
d.	Data Analysis [To be posted/ uploaded in Task Stream]	35%	On or before session eight
e.	ARP Class PPT Presentation [To be posted/ uploaded in Task Stream]	35%	December 2, 9 and, if necessary, 16.

H. Graduate Grading

(Please see: <http://catalog.gmu.edu/content.php?catoid=15&navoid=1172>)

“University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation, or not fewer than two hours per week of laboratory work, throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	Quality Points	Graduate Courses
A+	4.00	Satisfactory/Passing
A	4.00	Satisfactory/Passing
A-	3.67	Satisfactory/Passing

B+	3.33	Satisfactory/Passing
B	3.00	Satisfactory/Passing
B-	2.67	Satisfactory*/Passing
C	2.00	Unsatisfactory/Passing
F	0.00	Unsatisfactory/Failing

* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

I. Nature of course delivery

EDCI 777 includes multiple instructional strategies. Individual session formats will vary and may include:

- Presentations:
 - Mini-lectures, assisted by PowerPoint or other visual aids;
 - Student Presentations, assisted by peer feedback and critique
- Cooperative learning: Small / large group discussions;
- Independent assignments;

J. Textbooks:

a. Required

Sagor, R. (2005). *The action research guidebook: A four-step process for educators and school teams*. Thousand Oaks, CA: Corwin

American Psychological Association (APA) (2010). *Publication manual of the American Psychological Association* (6th edition) Washington, DC: APA

b. Recommended/ Optional

Dana, Nancy Fichtman & Yendoi-Diane (2009). (2009). *Facilitator's Guide to The Reflective Educator's Guide to Classroom Research. Learning to Teach and Teaching to Learn Through Practitioner Inquiry* (2nd edition). Sage

K. CEHD Syllabus statement of expectations/ behaviors/ attitudes

All CEHD students must abide by the following:

1. Students are expected to exhibit professional behavior and dispositions. See <http://cehd.gmu.edu/teacher/professional-disposition> for a listing of these dispositions.
2. Students must follow the guidelines of the University Honor Code. See <http://academicintegrity.gmu.edu/honorcode/>
3. Students must agree to abide by the university policy for Responsible Use of Computing. See <http://universitypolicy.gmu.edu/1301gen.html>
4. Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See <http://www.gmu.edu/student/drc> or call 703-993-2474 to access the DRC.

L. Special Attention

- - Please turn off cell phones and/or pagers in the classroom.
 - Please activate your GMU account. All correspondence will be through your account and TaskStream.
 - Inclement Weather/Emergency Policy/ Class cancellations and university closings: In case of snow, other severe weather, or security emergencies, call (703) 993-1000 or go to <http://www.gmu.edu/> for information on class cancellations and university closings.

- Any exception to the established guidelines for attendance, tardiness, and late assignments will be made only with pre-approval of the professor.

- Attendance: Missed Classes

Due to the collaborative nature of the class sessions, the reflective nature of the course assignments, and the interrelated and cumulative sequence of activities, students are required to be present at each class. Each absence will result in a grade reduction. For example, one absence will lower a grade from an “A” to an “A-“. The second absence will lower the grade from an “A” to a “B+”. The third absence will lower the grade from a “B+” to a “C”. More than three missed classes will result in a failing grade for the course.

- Tardiness: Students are expected to arrive on time. After two late arrivals (10 minutes) to class, each subsequent late arrival will result in a grade reduction. For instance, a third late arrival will lower the grade from an “A” to an “A-“. The fourth will lower the grade from an “A-” to a “B+”; and so forth. Class attendance will be documented at each class session.

- Late Assignments:

If class must be missed, when possible, prior to the absence the student must contact the professor and submit any work that is due during your absence at the next class meeting. All assignments are due on the assigned date. Late assignments will receive a 20% penalty for each missed deadline.

- Collaboration:

Collaboration is a cornerstone for this course. Students are expected to participate in a lively, professional, punctual, and equitable manner in all collaborative work.

- Discussions:

In class discussion of required readings contributes to your grade in the course. Featured discussants must be in attendance. Failure to attend class on your

assigned discussion session will result in a 10% reduction of your grade in the course.

Tentative Class Schedule

[August 30, 2010 – Dec 21, 2010
Thursdays, 4:30 p.m. – 7:30 p.m.]

Topics & Assigned Readings [Subject to change]

Week/ Date	Topics, and Activities
Session One (09/02/2010)	Introduction Objectives of this course, textbooks, and requirements. What is Action Research? Why do Action Research? Selecting a research topic. Choosing the right research questions and assessment criteria. Group dynamics: Practical aspects of collaboration, member roles. Stages of Action Research Process. SAMPLE ACTION RESEARCH PROJECT. Readings: Sagor, Chs. 1-2, 6
Labor Day, University Closed (09/06/2010)	
<ul style="list-style-type: none">• Students are encouraged to meet with the instructor at his office, as early as possible in a semester, preferably during the three weeks of classes.• Primary & secondary research questions as well as assessments must be discussed and approved by instructor before they are administered.	
Session Two (09/09/2010)	Clarifying theoretical basis. Dependent & independent variables. Drafting the research question <u>Activities:</u> Readings: Sagor, Ch. 4 Workshop session: Forming research teams. Developing primary research question. Due today: Draft primary research question.

Session Three (09/16/2010)	Writing up the Theoretical Section. Data Collection Process. Creating tools to answer research questions. Quantitative and qualitative approaches to Action Research <ul style="list-style-type: none">• Clarifying theoretical basis with graphic reconstructions• Drafting the problem statement/research proposal• Using teacher records and observation data• Methodological and ethical issues• Creating tools to answer research questions.• Samples of student work.• Determining data resources• Validity and reliability• Finalize research teams• Sign up for presentation dates <u>Activities:</u> Readings Sagor, Chs. 3, 5-7 Workshop session: Research questions and developing assessments.
Session Four (09/23/2010)	Data Analysis Processes <ul style="list-style-type: none">• Interpreting the data results• Coding data for analysis• Setting up a valid & reliable data collection plan – triangulation• Organizing findings and interpreting results• Developing appropriate assessments. <u>Activities:</u> Readings Sagor, Chs.7-8 Workshop Session: Research teams & Research proposals Due Today: : Draft ARP Proposal for feedback with draft assessments.-- Ungraded
Session Five (09/30/2010)	Writing up the Data Collection Plan, Class & Instructor Feedback on Research Q, Triangulation Matrix, Teaching Intervention, and Assessment Tools (Data Sources).

	<p><u>Activities</u></p> <p>Readings: Sagor, Chs. 9-10</p> <p>Workshop session: ARP research teams – research proposals.</p>
<p>Session Six (10/07/2010)</p>	<p>Revising Assessment Tools – Class Feedback.</p> <p>DATA ANALYSIS WORKSHOP. Data Analysis Process. Interpreting the data results. Coding data for analysis. Due Today: Action</p> <p><u>Activities</u></p> <p>Readings: Sagor, Ch. 8</p> <p>Workshop session: ARP research teams – Treatment (Instruction) plan</p> <p>Due today: Research question and data collection proposal [To be posted/ uploaded in Task Stream</p>
<p>Columbus Day Recess (Monday classes/ labs meet Tuesday, Tuesday classes do not meet this week (10/11/2010)</p>	
<p>Session Seven (10/14/2010)</p>	<p>Review: Organizing and sorting data: Using EXCEL Software for data analysis. Creating data tables from raw data & pre-assessment data. Examples of collaborative action research.</p> <p><u>Activities</u></p> <p>Mid-Term evaluation and self-assessment.</p> <p>Readings: Sagor Ch. 11</p> <p>Workshop session: ARP research teams – Treatment plan. Technology orientation.</p>
<p>Session Eight (10/21/2010)</p>	<p>Data analysis, more techniques.. Drafting Data Tables with Pre-Test Results. Treatment plan</p>

	<p><u>Activities</u></p> <p>Workshop session: Data analysis process.</p> <p>ARP – Research teams and team conferences.</p>
<p>Session Nine (10/28/2010)</p>	<p>More on data analysis and interpretation, Data tables with interim data results.</p> <p><u>Activities</u></p> <p>Workshop session: ARP Research Teams.</p> <p>Due Today: Treatment plan</p>
<p>Session Ten (11/04/2010)</p>	<p>ARP Data Analysis – Interpreting the Data. Acting on your action research project Team Work Session.</p> <p><u>Activities</u></p> <p>Readings Sagor, Chs. 9 – 10</p> <p>Workshop session: Team and individual conferences</p>
<p>Session Eleven (11/11/2010)</p>	<p>Presenting your ARP: Do's & Don'ts. Practice for ARP Presentations.</p>
<p>Session Twelve (11/18/2010)</p>	<p>Class feedback on Data Analysis. Writing up your Action Research Project: Essential Components. Team Work Session. Practicing for Presentations. Bring blank videotapes.</p>
<p>Thanksgiving Recess November 24-28</p>	
<p>Session Thirteen (12/02/2010)</p>	<p>ARP Presentations.</p>
<p>Session Fourteen (12/09/2010)</p>	<p><i>ARP Presentations.</i></p> <p><i>Send Self-Assessment of your presentation by email to</i></p>

Final Session	<i>Instructor within 48 hours of your presentation.</i> <i>Course Evaluation Forms. Feedback Forms.</i> <i>Materials Release Forms.</i> <i>PLEASE TURN IN YOUR ARP PRESENTATION</i>
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