

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION**

EDCI 559: Research and Assessment in Elementary Education (3 credits)

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May 23 through June 24th
M,W,F 7PM to 10PM
Class Location: Innovation Hall Room 316
Office Hours by appointment

Course Description

- A. Prerequisites: Admission into GMU Elementary Education Graduate program; capstone course for degree and must be taken last in sequence.
- B. This course is designed to help teacher candidates understand various research paradigms utilizing research literature and systematic evidence to improve teacher practice, and to further their skills at assessment of learning outcomes. Course emphasizes linking research and practice and making instructional decisions based on systematically collected data.

Nature of Course Delivery

This course includes multiple instructional strategies. Individual session formats vary and may include lecture, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory are explored in group activities.

Standards

- A. National Board for Professional Teaching Standards:
 - Proposition 1: Teachers are committed to students and learning
 - Proposition 3: Teachers are responsible for managing and monitoring student learning
 - Proposition 4: Teachers think systematically about their practice and learn from their experience.
- B. National Technology Standards:
 - Standard IV: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
 - Standard V: Teachers use technology to enhance their productivity and professional practice.
- C. The [Virginia State Technology Standards for Instructional Personnel](#):
 - 1. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
 - 2. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
 - 3. Instructional personnel shall be able to apply computer productivity tools for professional use.
 - 4. Instructional personnel shall be able to use electronic technologies to access and exchange information.

Learning Outcomes

A. Students will be able to:

1. Articulate the role of systematic evidence in the improvement of teaching and learning.
2. Use educational research literature as a basis for reflecting on and improving their teaching practice.
3. Make explicit linkages between research and assessment practice.
4. Distinguish between the purposes and methods of theoretical, applied, and action research as well as quantitative and qualitative research.
5. Explain the fundamentals of validity and reliability, and articulate the potential threats to validity within various research paradigms.
6. Critique the quality of research studies within various paradigms.
7. Describe the purpose and cycle of action research, specifically in relationship to assessment of their learners.
8. Design appropriate and authentic assessments and analyze student data.
9. Design an action research study based on research and student assessments.
10. Use technology to assist in locating, using, conducting research, and analyzing data.

B. Outcomes and Standards

Learning Outcomes	NBPTS Propositions	NETS Standards
1	1, 3	V
2	1, 3, 4	IV & V
3	1, 3, 4	IV & V
4	4	V
5	4	V
6	4	V
7	1, 3, 4	IV & V
8	1, 3	IV & V
9	4	IV & V
10	4	V

Texts

A. Required Texts

Jones, W. P., & Kottler, J. A. (2008). *Understanding Research: Becoming a Competent and Critical Consumer*. New York, NY: Pearson.

Mills, G. E. (2008). *Action research: A guide for the teacher researcher (4th ed.)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

B. Strongly Recommended

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

Course Requirements

A. Assignments

Assignment	Due	Points
Action Research Proposal Components		
1. Rationale and research question 2. Literature review 3. Context and Intervention 4. Data Collection Plan/Student Assessment 5. Data Analysis Plan	1. Sun 5/29 midnight 2. Sun 6/05 midnight 3. Thur 6/09 midnight 4. Sun 6/12 midnight 5. Tues 6/14 midnight	25 points total (5 points each component)
Final Action Research Proposal (PBA)	6/24 in class	30 points
Conference Night Participation	6/22	5points
Action Research Proposal Presentation (1 page handout)	6/22	5 points
QUAN Data Collection/Report/Reflect	6/08 by class	10
QUAL Data Collection/Report/Reflect	6/17 by class	10
Chapter Discussion/Class Participation	As assigned /every class	15
Total		100

Action Research Proposal (30 points) (Due: 6/24)

This is the major assignment for this class and is the Performance Based Assessment (PBA) for the course. The final written proposal will include the five components plus a short reflection. See attached rubric.

Action Research Proposal Presentation (5 points) (6/22)

The presentation will be based on the written proposal. **Students will prepare a one-page summary for distribution to peers.** Students may present using PowerPoint, poster, or in some other creative manner.

Components of Action Research Proposal (25 points)

- Comp One: Rationale and research question (s) (5 points)
- Comp Two: Literature review and theory base (5 points)
- Comp Three: Context and Intervention - Description of the school, community, classroom and student population, and description of instructional intervention (5 points);
- Comp Four: Data Collection and Student Assessment Plan - Specific plan on the data you will collect to answer your research question(s), and formative and summative student assessments designed to gather those data (5 points)
- Comp Five: Data Analysis Plan - Describe how you would you analyze the data (5 points)

Class participation and leadership of chapter discussion (15 points)

Students, in pairs or small groups, will be responsible for organizing and collating student knowledge of assigned chapters. Chapter assignments will be determined during the first class.

This class will use a writing workshop format for writing action research proposals. Therefore, we will brainstorm together, read each other's work, provide feedback for revising and editing, and use mentor texts to guide us. Because we all succeed by guiding each other, you are expected to attend class and participate in small and large group discussions and submit written work on time. Points will be deducted for not doing so, unless previous arrangements have been made with the instructor.

Your classroom participation grade will be determined by how well you participate in discussions of the readings, group work, peer editing, and other learning activities. Readings must be completed before class and drafts of assignments must be brought to each class so that your learning team can provide effective feedback. Attendance, punctuality, preparation and engagement are essential.

Quantitative Data Collection and Report (10 points) (Report due 6/08 by class)

Groups of students will develop a short survey instrument with 10-12 questions, collect data from at least 15 people, analyze the data using basic statistics, and write up a short report. This does not have to be related to the focus of your Action Research Proposal (see scoring).

Qualitative Data Collection and Report (10 points) (DUE: 6/17 by class)

Individually, students will collect qualitative data through interviews, observation, or a focus group, code and interpret the data and write a short report. This does not have to be related to the focus of your Action Research Proposal (see scoring).

Please Note: Your assignments are only accepted electronically. You must name your file in the following way:

Yourlastname_assignment

For example, for the component 1 assignment, mine would be: malloy_comp1

B. Final Grading Scale

94-100 = A

90-93 = A-

88-89 = B+

81-87 = B

70-80 = C

Below 70 = F

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

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 www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

University and Elementary Program Policies

Attendance. This is an advanced graduate level course, therefore the quality of work, attendance, and informed participation are expected to be of the highest caliber. Unless it is an emergency situation, no absences are excused. Should you need to miss a class, it is your responsibility to inform the instructor ahead of time, turn in your assignments, collect any notes/assignments from a colleague, and do your utmost to remain current in the class. (See GMU Catalog, page 32.)

Late Assignments. Points will be deducted from late assignments without the prior consent of the instructor.

Quality of Written Work. Written work should be word-processed in 12-point font. Legibility, organizational clarity, and standard English usage and mechanics are expected. Unacceptable work may be returned for editing prior to grading. Quotations, paraphrases, and references must appear in proper APA format. If you require special assistance, see the instructor.

Cell Phones. The university has a policy that requests students to turn off pagers and cell phones before class begins. One cell phone will remain on in class that is registered with the Mason Alert System.

Honor Code. To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, George Mason University has set forth a code of honor that includes policies on cheating and attempted cheating, lack of participation in group work, plagiarism, lying and stealing. Detailed information on these policies is available in the GMU Student Handbook.

Individuals with Disabilities. The university is committed to complying with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 by providing reasonable accommodations for applicants for admission, students, applicants for employment, employees, and visitors who are disabled. Students requiring specific accommodations for a disability should contact the Disability Resource Center at 993-2474, or the University Equity Office at 993-8730.

EDCI 559 Course Schedule Summer 2011 (Malloy)

Date	Topics and Activities *instructor reserves the right to adjust schedule as needed	Due or Coming Due	Read for Next Class
5/23 M	<ul style="list-style-type: none"> • Syllabus and Assignments • Overview of Action Research • Overview of Writer's Workshop and APA as we go • Groups Read Mentor Text • Choose Chapters for discussions • Prepping our Writer's Notebook 		Mills Ch. 3
5/25 W	<p>Library Searching; Meet in Johnson Cinema at 7pm Watch this 5 minute video at least twice before class... http://infoguides.gmu.edu/content.php?pid=7745&sid=327054</p> <ul style="list-style-type: none"> • Asking a good question • Based on a good rationale • Narrowing a topic • Embrace the Hourglass • Getting into groups and sketching an outline of Comp 1 <p>Chapter Discussion Mills Chapter 3</p>	Bring 3 topic ideas to share in class in your Writer's Notebook	Jones Ch. 2
5/27 F	<p><u>ONLINE CLASS:</u></p> <ul style="list-style-type: none"> • Meet in writing groups and choose pairs • Send roughs of Component 1 to partner • Read and send feedback tonight. 	Comp 1: Rationale and Research Question Due Sunday 5/29 at midnight	Start gathering articles....
5/30 M	Memorial Day no Class		Still gathering articles....
6/1 W	<p>Chapter Discussion Jones Chap 2</p> <ul style="list-style-type: none"> • Organizing research • Locating, evaluating, summarizing, synthesizing, critiquing <p>Research Skills</p> <ul style="list-style-type: none"> • Getting a Quan Question (group) • Writing a Quan survey <p>Writer's Workshop and Individual Conferences</p>		Jones Ch. 3

<p>6/3 F</p>	<p>Chapter Discussion Jones Chap 3</p> <ul style="list-style-type: none"> • Supporting an idea • Determining supporting theories • Operationalizing Terms • DV's and IVs <p>Research Skills</p> <ul style="list-style-type: none"> • Getting Quan survey approved (give over the weekend) <p>Writer's Workshop and Individual Conferences</p>	<p>Bring Rough of Quan survey to class</p>	<p>Mills Ch. 4</p>
<p>6/6 M</p>	<p>Chapter Discussion Mills Chapter 4</p> <ul style="list-style-type: none"> • Describing a context • Choosing a population • Explanatories, Exploratories, Descriptives, Interventions • Resources and Abilities <p>Research Skills:</p> <ul style="list-style-type: none"> • Analyzing QUAN data <p>Writer's Workshop and Individual Conferences</p>	<p>Bring Quan data to class</p> <p>Comp. 2: Literature Review Due Sunday 6/05 at midnight</p>	<p>Mills Ch. 5</p>
<p>6/8 W</p>	<p>Chapter Discussion Mills Chapter 5</p> <ul style="list-style-type: none"> • Data Sources and Data Collection • Choosing Quals and Quans • Being Systematic and Iterative • Giving it enough time • Developing a Timeline <p>Research Skills:</p> <ul style="list-style-type: none"> • Thinking up a QUAL Question • Picking A QUAL Method <p>Writer's Workshop and Individual Conferences</p>	<p>QUAN Data report/reflect Due by class today</p>	<p>Mills Ch. 6</p>
<p>6/10 F</p>	<p>Chapter Discussion Mills Chapter 6</p> <ul style="list-style-type: none"> • Writing measures • Content validity • Reliability • Generalization • Transfer <p>Writer's Workshop and Individual Conferences</p>	<p>Comp 3: Context and Intervention Due Thursday 6/9 at midnight</p>	<p>Jones Ch. 4</p>

6/13 M	<p>Chapter Discussion Jones Chapter 4</p> <p>Analyzing Data Triangulating Data Presenting Data So What's it all mean, Basil? How will you know when you know?</p> <p>Writer's Workshop and Individual Conferences</p>	<p>Comp 4: Data Collection Plan/Student Assessment Due Sunday 6/12 at midnight</p>	Jones Ch. 5
6/15 W	<p>Chapter Discussion Jones Chapter 5</p> <ul style="list-style-type: none"> • Findings, Discussion, Limitations • Writing the Narrative form • Developing a checklist for editing and revising <p>Writer's Workshop and Individual Conferences</p>	<p>Comp 5: Data Analysis Plan Due Tuesday 6/14 by midnight</p>	Mills Ch. 2
6/17 F	<p><u>ONLINE CLASS:</u> PEER EDITING (upload draft to partner before class – upload feedback to partner by Saturday midnight)</p>	<p>QUAL data report/reflect Due by class today</p>	
6/20 M	<p>Chapter discussion Mills Chapter 2</p> <ul style="list-style-type: none"> • What – So What – Now What • Action Research and Reflective Practice • Research Review – Pulling it all together • Preparing for the Conference <p>Writer's Workshop – Prep one page Handout and Presentation</p>	<p>Bring current draft of paper</p>	
6/22 W	<p>Conference Poster Fair – all 559 classes SUB II Ballroom</p> <p>We'll discuss what to expect and how to prepare on Monday 20th</p>	<p>Poster/PPT and one page handout Due IN CLASS</p>	
6/24 F	<p>Peer feedback; research considerations; reflect and debrief</p>	<p>Final Action Research Proposal Due by Class today</p>	