College of Education and Human Development
Division of Special Education and disAbility Research

Summer 2013
EDSE 590 B02: Research in Special Education
CRN: 41492, 3 - Credit(s)

Instructor: Dr. Ronald Pannell	**Meeting Dates:** 06/03/13 - 07/24/13
Phone: 703.791.8923	**Meeting Day(s) and Time(s):** MW 4:30 pm-
E-Mail: rpannell@gmu.edu	7:10 pm
Office Hours: Monday's by appointment. Please contact me for a mutually agreeable time.	**Meeting Location:** Prince William, PW-BRH 256

> *Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description
Describes fundamental concepts and practices in educational research in special education. Covers specific applications of educational research methods to problems in special education. Emphasizes review and critique of special education research, and applied classroom research for teachers.

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery
Learning activities include the following:
1. Class lecture and discussion

2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, students will be able to:

• Identify and understand different methods of educational research suitable for different research purposes in special education.

• Describe and discuss basic theories and methods of quantitative experimental and quasi-experimental research in special education.

• Describe and discuss basic theories and methods of survey research in special education.

• Describe and discuss basic theories and methods of single subject research in special education.

• Describe and discuss basic theories and methods of qualitative research in special education.

• Critically evaluate education research and describe implications for educational practice.

Required Textbooks

McMillan, J. (2012). *Educational Research: Fundamentals for the Consumer* (6th Edition). Pearson: Boston.

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

Other readings relevant to special education applications assigned by instructor.

Required Access to Course Blackboard Site

Blackboard will be used to post important information for this course. Plan to access the Blackboard site several times per week; announcements and resources are posted on the Blackboard site in between class sessions. You are responsible for accessing the materials (for printed copies, etc.) prior to class. In addition, you will need to login to Blackboard to upload assignments and to access the final exam for the course.

Access Blackboard at http://courses.gmu.edu Click the "Login" tab. Your login and password is the same as your George Mason e-mail login. Once you enter, select EDSE 590.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Masters in Special Education Program. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website: http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/. The CEC standards that will be addressed in this class include Standard 4: Instructional Strategies and Standard 9: Professional and Ethical Practice.

GMU POLICIES AND RESOURES FOR STUDENTS:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values/]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Course Policies & Expectations
    Attendance.
    Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Three or more absences will result in no credit for this course.** As you all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence.

**Note: As part of your participation grade, you will be required to post to the discussion board in blackboard on several occasions throughout the course. *Specific guidance for the content of these posts will be provided by the instructor*. Be aware that any points earned for participation in class activities (including Blackboard posts) during a time of absence will not be earned and cannot be made up.

    Late Work.
    Participation as described above is evidence of professional behavior, and as such, points will be deducted for missed class activities in the following manner:

1 missed activity = 1 point deduction (1% total)

2 missed activities = 4 point deduction (5% total)

3 missed activities = 5 point deduction (10% total and/or F for the course)

TaskStream Submission
Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, (NO ASSESSMENT REQUIRED FOR THIS COURSE) (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result

in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

1.	Regular Attendance & Participation & Online Posts	10 points
2.	Research Application Mini-Project	20 points
3.	CITI Training	10 points
4.	Final Research Project: Research Review Paper	40 points
5.	Final Research Project: Presentation	10 points
6.	Final Exam	10 points
TOTAL		**100 POINTS**

Students can calculate their points earned at any time in the semester in order to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties.

Student Self-Management for Calculating Course Grade	
Performance-Based Summative Evaluation	**Points Earned**
1. Regular Attendance & Participation & Online Posts	/10
3. Research Application Mini-Project Group Presentation	/20
4. CITI Training	/10
5. Final Research Project: Research Review Paper	/40
6. Final Research Project: Presentation	/10
7. Final Exam	/10
Total Course Points Earned	**/100**

Grading Scale:

A = 90-100%
B = 80-89%
C = 70-79%
F = <79%

Assignments

NCATE/TaskStream Assignments.

Every student registered for any EDSE course as of the Fall 2007 semester is **required** to submit signature assignments to TaskStream (**regardless of whether a course is an elective, a "one time" course, or part of an undergraduate minor**). TaskStream information is available at http://gse.gmu.edu/programs/sped/. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). **Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester**.

Please note: if you do not upload your paper PRIOR to the final exam, the instructor may not be able to change an assigned grade of IN until the **next** semester begins.

Common Assignments.

Human Subjects CITI Training Module Completion

GMU Mandatory Training for Persons Conducting Research Using Human Subjects is accessed at http://www.citiprogram.org. Seven learner modules in the Basic Course are required prior to conducting any research at Mason using human subjects. In addition, you are required to complete additional modules related to conducting research with school aged children and persons with disabilities. *This assignment will be evaluated as pass/fail.*

Research Application: Mini-Project

The research application mini-project is designed to provide experience in designing, implementing, and evaluating a research application project in special education. All activities for this assignment will be completed in research teams. *Specific directions and a rubric for this assignment will be provided by the instructor.*

Final Research Project: Research Review Paper

You will complete a traditional research review paper of a selected intervention area of your choice. **Your topic must be approved by the instructor.** You will need to collect a minimum of 8-10 original intervention research studies on a particular topic to include in your review paper. An electronic copy (posted to blackboard) **AND** a hard copy of the project should be submitted no later than 4:30 pm on the due date. **This assignment is the signature assignment for the course**.

Effective literature reviews contain the following:

-   **An introduction** that establishes an important educational problem that needs to be addressed, a logical presentation of information that leads to the purpose statement of the paper (in this case a systematic literature review). Important concepts are defined in this

section as well as any background information needed to support search procedures in the methodology.

- **A method section** that has clearly replicable procedures and demonstrates competency in the search techniques learned in class (search of educational data bases with key terms, ancestry and/or descendent searches, hand searches of relevant journals), and identifies clear and reasonable decision making criteria for individual studies included in the review (inclusion/exclusion criteria).
- **A results section** that provides an overview of the characteristics of the data set, is logically organized for the reader, demonstrates that search procedures described in the method section were consistently followed, and succinctly and sufficiently describes relevant information from each of the studies reviewed. A visual representation of the findings (i.e., a table) with accurate information helps the reader to understand more thoroughly the research reviewed.
- **A discussion section** that provides a thoughtful and analytical discussion of findings and is based firmly on studies reviewed (not solely the authors opinion), and references implications for practice where appropriate.
- **Overall** student understanding of the purpose of each of these sections of a research paper, a professional writing style (has been thoroughly edited), and citations that are in APA format (with careful attention to 'glaring' errors).

Specific directions will be provided by the instructor and this assignment will be evaluated using the following rubric:

Scoring Rubric

Exemplary paper (36-40 points): Meets all of the criteria above.

Adequate paper (32-35 points): Good overall paper, lacking in one or two of the criteria for an exemplary paper.

Marginal paper (28-31 points): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style, or review of relevant literature.

Inadequate paper (1-27 points): Paper with substantial problems in important areas such as writing, evaluation of research, overall thoughtfulness. Contains little or no information of value to special education practice**.**

Unacceptable/no paper (0 points): No paper turned in or paper was not approved for this assignment.

Exemplary paper	Adequate paper	Marginal paper	Inadequate paper	No paper
40 - 36	35 – 32	31 - 28	<28	0

Final Research Project Presentation

You will present the findings of your final research project in a poster session format. In addition:

- Be prepared to explain clearly your search procedures and findings, and to answer questions about your project.
- Prepare visual materials use in your presentation – refer to the AERA Poster Session Guidelines document on Blackboard.
- Prepare a one-page summary hand-out for your audience and the instructor.

Specific directions for this assignment will be provided by the instructor

Other Assignments.

Final Exam

There will be a final exam for the course over the lectures and readings throughout the course. The format of the exam will include multiple-choice and application items.

Schedule

CLASS TOPICS & DUE DATES

Date	Class Topic & Reading Assignments	Due Dates
6/3	• Course Overview • Special Education Research: An Introduction to Types of Research • Writing Activity: o The Anatomy of a Research Article	Chapter 1
6/5	**ONLINE CLASS:** CITI TRAINING	
6/10	• Research Problems & Purpose Statements • Quality Indicators for Reviews of Research Literature: Quality Indicators • Writing Activity: o Developing a Method Section	Chapter 2
6/12	• Conducting a Library Search: Orientation to GMU Databases o Identify Search Terms & Procedures • Writing Activities: o Developing an Introduction	Chapter 3
6/17	• Participants, Subjects, & Sampling • Writing Activities: o Peer Review in Academia o Introduction to APA Style • Mini-project Overview (form groups) o Develop Project Rationale & Purpose Statement o Discuss Participants • Introduction to Human Subjects Protection	Chapter 5 **Online Post Due**: Lit. Review Introduction & Method Section *draft*
6/19	• Experimental Research Designs • Writing Activities	Chapter 9

	o Peer Review
	o Using Tables to Display Findings
	• Mini-project Group Work
	    o Determine Participants
	    o Discuss Research Design & Ways to Address
	       Threats to Validity
		DUE: CITI Training Certificate
		
		Online Post Due: Lit. Review References (8-10 intervention studies) _draft_

6/24	• Foundations of Measurement
	• Writing Activity
	    o Peer Review
	• Mini-project group work
	    o Determine Research Design & Ways to Address
	       Threats to Validity
	    o Discuss Procedures (Intervention, Teacher
	       Training, Testing, Fidelity)
		Chapters 6
		
		Online Post Due: Lit. Review Results (1 paragraph summary of 1 study) _draft_

6/26	• Types of Educational Measures
	• Writing Activities:
	    o Peer Review
	    o Clearly Presenting Results (benefits of logical
	       organization & an overview)
	• Min-project Group Work
	    o Determine Procedures
	    o Discuss Educational Measures
		Chapter 7
		
		Online Post Due: Lit. Review Table _draft_

7/1	• Understanding Statistical Inferences
	• Writing Activity:
	    o Peer Review
	    o Writing Techniques for Discussions Sessions
	• Mini-project Group Work
	    o Determine Educational Measures
	    o Update (_informal presentation_) planning
		Chapter 10
		
		Online Post Due: Lit. Review 'Overview' of Results _draft_

7/8	• **Mini-project Updates (_informal presentations_)** • Class Activities: o Peer Editing: Revising Results and Discussion	**Online Post:** Results and Discussion _Draft_

7/10	• Other Quantitative Research Designs • Mini-project Group Work o Final Presentation Planning	Chapters 8 **Online Post:** Entire Final Paper *Draft*

7/15	• Mixed Method & Qualitative Research Designs
	   o Class Activity: Observation Techniques
	• Mini-project group work
	   o Final Presentation Planning
		Chapters 11 & 12 (pp. 309-329)
		
		DUE: Final Paper

7/17	• **Final Paper Poster Presentations** • Course Evaluations	**DUE:** Final Paper Poster Presentations
7/22	• **Mini-project Presentations** • Final Exam Review	**DUE:** Mini-project (Group) Presentations
7/24	• **Final Exam**	

NOTE: This syllabus may change according to class needs.