



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

Spring 2017  
EDSE 590: Special Education Research  
Section DL3; CRN: 23133  
Section 612; CRN 23236

<b>Instructor:</b> Dr. Jugnu Agrawal	<b>Meeting Dates:</b> 01/23/17 – 05/17/17
<b>Phone:</b> Cell (571)-277-8085	<b>Meeting Day(s):</b> Asynchronous
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<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Internet

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

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**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.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

**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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

## Advising Tip

Are you ready to apply for graduation? Students completing their program can apply for graduation on Patriotweb. If you are graduating from a Masters and certificate, be sure to apply to graduate from each program. Visit <http://registrar.gmu.edu/students/graduation/> for more information.

## Course Delivery Method

Learning activities include the following:

1. Recorded lecture and online discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation

This course will be delivered online using asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. Once you have login, select the EDSE 590-DL3 Spring 2017 course. The course site will be available on Monday, Jan 23, 2017.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

## *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download. Students can download the software by clicking on the link next to each plug-in.
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:

- <https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
- Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## *Expectations*

- Course Week:

Because asynchronous courses do not have a “fixed” meeting day, our week will **start on Monday**, and **finish on Sunday** each week.

- Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:

Expect to log in to this course at least four times a week to read announcements, participate in class discussions, and work on course materials. Please be aware that this course is **NOT** self-paced. There are *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus to which you are expected to adhere. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. These meetings can be scheduled in person, via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. ***Be positive in your approach with others***

**and diplomatic in selecting your words.** Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

• Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes**

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

1. Identify and understand different methods of educational research suitable for different research purposes in special education.
2. Describe and discuss basic theories and methods of quantitative experimental and quasi-experimental research in special education.
3. Describe and discuss basic theories and methods of survey research in special education.
4. Describe and discuss basic theories and methods of single subject research in special education.
5. Describe and discuss basic theories and methods of qualitative research in special education.
6. Critically evaluate education research and describe implications for educational practice.

### **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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 5: Instructional planning and strategies (InTASC 7,8) & CEC Standard 6: Professional learning and ethical practice (InTASC 9).

### **Required Textbooks**

McMillan, J. H. (2007). *Fundamentals of Educational Research* (7<sup>th</sup> ed.). Boston: AB Longman.

### **Recommended Textbooks**

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

### **Required Resources**

None

### **Additional Readings**

The textbook will be used as a framework for the course. Additional readings relevant to the course will be provided by the instructor.

## **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

## **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 590, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

## **Assignments**

### **Performance-based Assessment (Tk20 submission required)**

None

### **College Wide Common Assessment (Tk20 submission required)**

None

### **Performance-based Common Assignments (No Tk20 submission required.)**

Final Research Project: Research Review Paper

### **Other Assignments**

Participation in class activities

Research Application: Mini Project

## **Course Policies and Expectations**

### **Attendance/Participation**

While there are no synchronous sessions in this course, students are required to complete all weekly online assignments using the **Blackboard 9.1** course management system. Active attendance and participation in the course will be seen as timely completion of assigned weekly work in the course learning modules.

### Late Work

All assignments should be submitted via Blackboard *by* the due date. **All students will be given a 24-hour grace period, from Sunday evening through Monday evening. After that time, in fairness to students who make the effort to submit work on time, points will be deducted from your grade for late assignments. Assignments will not be accepted more than 3 days late unless prior arrangements with the instructor have been made.** Allow additional time and plan for additional participation during activities that require constructive feedback.

### Grading Scale

Requirements	Points	Percent
Participation in class activities	90	60%
Research Application: Mini Project	20	15%
Final Research Project: Research Review Paper	40	25%
<b>Total</b>	<b>150</b>	<b>100%</b>

Grade	Range
A	94-100%
A-	90-93%
B+	86-89%
B	80-85%
C	70-79%
F	69%- below

### Professional Dispositions

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

### Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

## Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk2ohelp@gmu.edu](mailto:tk2ohelp@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://courseessupport.gmu.edu/>.
- 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/>).
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

**1.** Students will complete class readings to include a supplemental set of articles that reflect current special education research trends and will explore different methodologies in published special education research.

**Participation** - 90 points:

a. Class activities and discussions\* - 90 points (5-10 points weekly): Students will participate in class activities and interactive quizzes in order to practice literature searches, reviews, and relevant

research applications. In addition to weekly class activities, students will be prompted to work on their Research Review Wiki Page. This work is designed to help students prepare for their final Research Review Paper assignment one step at a time.

**2. Human Subjects CITI Training Module Completion - Pass/Fail**

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. *This assignment will be evaluated as pass/fail.*

**3. Research Application: Mini-Project – 20 points**

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 can be completed in research teams or individually. *Specific directions and a rubric for this assignment will be provided by the instructor.*

**4. Final Research Project: Research Review Paper – 40 points**

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) should be submitted no later than midnight on the due date. All activities for this assignment can be completed in research teams or individually. **This assignment is the signature assignment for the course.**

a. As part of class activities, students will provide constructive feedback to two classmates on their drafts of the literature review introduction, method, and one classmate on results, and discussion sections and final draft.

*Specific directions will be provided by the instructor and this assignment will be evaluated using the attached rubric.*

\*Detailed descriptions and step-by-step instructions for each class activity and course assignments will be provided by the instructor and posted in the corresponding Learning Modules.

**Class Schedule**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

<b>Date</b>	<b>Learning Module</b>	<b>Textbook Readings*, Weekly Assignments &amp; Activities Due</b>
Monday, January 23rd	1. Introduction to research methods in special education	
Monday, January 30th	2. Literature searches & reviews	*Chapter 1 (pp.2-17) <b>*Introduction Forum</b>



<b>Date</b>	<b>Learning Module</b>	<b>Textbook Readings*, Weekly Assignments &amp; Activities Due</b>
Monday, February 6th	3. Empirical article anatomy. Research problem & questions	* <b>CITI Training</b> *Chapter 3 * <b>Literature Search Scavenger Hunt</b> * <b>Research Review Wiki: Research Topic</b>
Monday, February 13th	4. Experimental research designs: Group Research	*Chapter 1 (pp. 17-26) *Chapter 2 * <b>Overview of Research in My Field</b> * <b>Research Review Wiki: Purpose Statement &amp; Research Questions</b>
Monday, February 20th	5. Experimental research designs: Single-subject Research	*Chapter 4 and Chapter 9 (about Group Research only!) * <b>Research Review Wiki: Working on Introduction Section Draft</b>
Monday, February 27th	6. Research components Part I: Participants & variables	*Chapter 9 (about Single Subject Research only!) * <b>Research Review Wiki: Completing Introduction Draft</b>
Monday, March 6th	7. Research components Part II: Educational measurements & data collection	*Chapter 2 (pp. 54-59) *Chapter 5 * <b>Research Review Wiki: Method Section Draft &amp; Peer Feedback on Method</b>
Monday, March 13th	<i>Spring Break</i>	
Monday, March 20th	8. Discussion and conclusions. APA 6th edition style	*Chapter 7 *Chapter 10 * <b>Research Review Wiki: Description of Each Individual Study Draft &amp; Peer Feedback on Method</b>
Monday, March 27th	9. Mini-Research Proposal work time	*Chapter 15 * <b>Mini-Research Application Project Outline Due</b>
Monday, April 3rd	10. Qualitative research designs	* <b>Work on Mini-Research Application Project</b>

<b>Date</b>	<b>Learning Module</b>	<b>Textbook Readings*, Weekly Assignments &amp; Activities Due</b>
		<b>* Research Review Wiki: Results and Discussion Section Draft</b>
Monday, April 10 <sup>th</sup>	11. Non-experimental quantitative research designs: Survey research	*Chapter 11 & 12 <b>*Mini-Research Application Project Due</b>
Monday, April 17 <sup>th</sup>	12. Work on Research Review Paper	*Chapter 8 <b>*Research Review Wiki: Final Research Review Draft &amp; Peer Feedback on Results and Discussion</b>
Monday, April 24 <sup>th</sup>	13. Mixed methods research designs	<b>* Reference List in APA Format Due</b>
Monday, May 1 <sup>st</sup>	14. Intelligent Research Consumer/Action research	*Chapter 13 <b>*Final Research Review Paper</b>
Monday, May 8 <sup>th</sup>	15. Final Assignment	*Chapter 14 <b>*Reflection Due</b>

### Assessment Rubric(s)

#### Rubric for Participation in Class Activities

**Exemplary (5 points):** The student:

- Correctly completes and posts all activities on time;
- Actively participates and supports the members of the learning group and the members of the class. When appropriate provides constructive feedback to at least one of the classmates in a respectful manner.

**Adequate (1-3 points):** The student:

- Completes and posts the majority of the activities that are partially correct;
- Occasionally participates in discussions and provides feedback.

**Inadequate (0 points):** The student:

- Does not complete class activities;
- Does not actively participate in discussions and does not provide constructive feedback;
- The student may fail to exhibit professional behavior and dispositions.

#### Final Research Project: Research Review Paper Scoring Rubric

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).

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	No paper
40 - 36	35 - 32	31 - 28	<28	0