

**George Mason University**  
**College of Education and Human Development**  
**Early Childhood Education**

ECED 685.001 Applied and Teacher Research in Early Childhood Education  
3 Credits, Spring 2017  
Wednesday/ 4:30 – 7:10 pm  
Robinson A 205, Fairfax Campus

**Faculty**

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**Prerequisites/Corequisites**

None

**University Catalog Course Description**

Develops fundamental concepts, principles, and methods of research in early childhood education, with emphasis on interpreting and applying research results. Critiques research and uses findings in educational settings.

**Course Overview**

Not Applicable

**Course Delivery Method**

This course will be delivered using lecture, discussion, and online formats.

**Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Describe the basic concepts, principles, and techniques of educational research in early childhood education
2. Identify the underlying cognitive processes involved in conducting educational research as a form of thinking and problem solving
3. Explain the basic skills in the analysis and interpretation of research data
4. Demonstrate the skills associated with the critical reading and evaluation of the educational research literature
5. Participate in collaborative action research
6. Demonstrate the ability to articulate in a written paper guiding principles for a unified perspective and its implications for teaching practices and advocacy-bringing together research, theory, and critical analysis of current issues.

**Professional Standards (Council of Exceptional Children and National Association for the Education of Young Children)**

Upon completion of this course, students will have met the following professional standards:  
Not Applicable

**Required Texts**

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

Goodwin, W.L., & Goodwin, L.D. (1996). *Understanding quantitative and qualitative research in early childhood education*. New York, NY: Teachers College Press.

Additional articles, chapters and sections of chapters as indicated on the course schedule will be on the library website through e-reserves or e-journals or through Bb.

**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).

<b>Assignments</b>
Attendance & Participation (15 points distributed across classes/assignments)
Reflections
<ul style="list-style-type: none"> <li>• R1: Ethics-5 points</li> <li>• R2: Quantitative Methods-5 points</li> <li>• R3: Qualitative Methods-5 points</li> <li>• R4: Brown Lecture-5 points</li> <li>• R5: Synthesis and Mixed Methods-5 points</li> </ul>
Action Research Project
<ul style="list-style-type: none"> <li>• ARP 1: Initial proposed ARP ideas-5 points</li> <li>• ARP 2: Quantitative Research Article Review-5 points</li> <li>• ARP 3: Qualitative Research Article Review-5 points</li> <li>• ARP 4: Methods-5 points</li> <li>• ARP 5: Review of Literature-10 points</li> <li>• ARP 6: Graphic and Preparation for Discussion-5 points</li> <li>• ARP 7: Intensive Discussion-10 points</li> <li>• ARP 8: Poster Session on ARP-30 points</li> </ul>

- **Assignments and/or Examinations**

**Bring Research Notebook to All Classes**

**Human Subjects Online Ethics Training and Reflection**

- Complete Mandatory Training for Persons Conducting Research Using Human Subjects. Information is available online: <http://oria.gmu.edu/research-with-humans-or-animals/institutional-review-board/human-subjects-training/>. The training takes between two and five hours and can be accessed from <http://www.citiprogram.org>. While going through

the registration process the student will need to indicate interest in “human subjects research courses”; enroll in a “basic course”; and, becoming part of “Group 1”. Print completion certificate and place it in your research notebook. Write a reflection on the training and your assigned readings related to ethics (i.e., Mertens & McLaughlin pages 151-153 Goodwin & Goodwin page 118 first full paragraph on ethics).

### **Action Research Project (ARP)**

Students enact information presented in this class through the development of an action research project. First students think of an individual or small group project they want to implement.

Options include

- 1) surveying GMU ECE student’s experiences
- 2) implementing an action research project in your classroom
- 3) varied early childhood education topics using videos from web
- 4) helping on a faculty or doctoral student research project

Each includes an associated literature review, development of research questions and data collection methods, data collection and analyses and recommendations based on the findings.

#### **ARP 1: Initial Proposed ARP Ideas**

Now that you have had a bit to think about action research of interest, revisit the “research ideas” addressed in class #1 and reflect on an idea that you want to pursue in the course. Please be specific regarding your interests.

#### **ARP 2: Quantitative Research Article Review**

Students will complete a thorough analysis/critique of one quantitative research article (study should be a survey, correlational, causal-comparative, experimental, or single subject design) article from a peer-reviewed journal on a topic(s) of your ARP. Can use form available on Bb. If you are unsure whether your article of choice is a quantitative article, please contact course instructor at least 2 days before assignment is due.

#### **ARP 3: Qualitative Research Article Review**

Students will complete a thorough analysis/critique of one qualitative research article (study should be an ethnography, content analysis, narrative research design, or based on focus group, in-depth interview, or field observation data) article from a peer-reviewed journal on your topic(s) of ARP. Can use form available on Bb. If you are unsure whether your article of choice is a qualitative article, please contact course instructor at least 2 days before assignment is due.

#### **ARP 4: Method**

Students will draft a method section of their action research project of interest (see APA manual pages 29-32.) Sections that are mandatory include participants and research design. If the study includes previously developed measures or an intervention, these should also be included.

#### **ARP 5: Review of Additional Research Articles on Your ARP Topic**

Summarize an additional 5 peer-reviewed, research articles. Include documentation of questions addressed, children and families studied, methodologies employed, questions

asked, findings, and how the findings relate to your ARP topic. Information included in a chart (example available on Bb.)

### **ARP 6: Graphic and Preparation for Discussion**

Put articles from ARP 2, 3, and 5 into 1 document. Prepare a graphic that depicts and integrates the findings of the 7 references from ARP 2, ARP 3 and ARP 5.

### **ARP 7: Intensive Discussion**

Each student has a discussion board on her/his topic of interest. She/he posts 1) the literature review document that includes all 7-research articles reviewed for the literature review and 2) a graphic that depicts and integrates the findings from these 7 articles.

- Every student is required to review the graphic and table of articles of a minimum of 3 other students in the class and comment on at least 2 points/aspects of the other students' tables and graphics.
- Respond to comments posted on your graphic and literature review. If you have fewer than 3 comments on your tables and graphic, contact course instructor at least 3 days before online discussion is due to close.
- After reading the comments of your peers and responded to their posting on your article reviews and graphic, write a comment on what you learned from others postings on their graphic and table. Make an additional note on what you learned from reviewing your peers' work.

### **ARP 8: Poster Session on ARP**

Prepare an attractive and functional poster that includes all aspects of your ARP. Typical presentations include research questions, a brief introduction that gives the reasons for selecting topic, an idea of the project setting, related research, method, data analysis, conclusions, and implications.

Posters will be presented in class and peers and instructor will evaluate using a common set of evaluation criteria. These are presented below.

After each point below insert your feedback.

- Introductory Information/Literature Review-Describes the setting and presents research questions. The literature review is depicted/described clearly.
- Methodology-The methodology was explained clearly.
- Data Analysis-Adequately describes how the data were collected and interpreted.
- Conclusions-Results are clearly described and the data included supports the conclusions.
- Implications-Describes implications drawn from the study and suggests general instructional practices or strategies for fellow educators to implement.
- Poster Display-Display has required elements and does not have spelling/grammar errors.

These evaluations will provide the basis for the grade for ARP 8.

### **Brown Lecture**

The *Brown* Lecture was inaugurated to commemorate the 50th anniversary of the *Brown v. Board of Education* decision. Students watch a Brown Lecture on-line webcast

(<http://www.aera.net/Events-Meetings/Annual-Brown-Lecture-in-Education-Research> or <http://www.aera.net/AnnualMeetingsOtherEvents/AnnualBrownLectureinEducationResearch/PastBrownLectures/tabid/11090/Default.aspx>).

- Identify and watch a lecture
- Post the following reflection
  - Present the main conclusions understood from lecture
  - Relate the findings to practice in early childhood education (birth to 3rd grade)
  - Comment on why it is important for organizations such as the American Research Association to share research findings with a public audience.
  
- **Other Requirements**

### **Attendance and Participation (15 points)**

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small- and large-group discussions, (3) completing written work related to the activities, and (4) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

### **Written Assignments**

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web at <http://infoguides.gmu.edu/content.php?pid=39979>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

A = 95-100   A- = 90-94   B+ = 87-89   B = 83-86   B- = 80-82   C = 70-79   F = <70

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

**Professional Dispositions**

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

**Class Schedule**

Date	Class Topics and Activities	Assignments & Readings Due
<b>F2F</b> <b>1/25</b>	Overview of class-syllabus-research notebook Discussion of Action Research Project (ARP) What are your interests? Brainstorming Questions concerning Ethics reflection and ARP 1 Overview of library resources, Anne Driscoll, MS, MIS, Education Liaison Librarian	<ul style="list-style-type: none"> <li>• Check in on Welcome Blog on Blackboard (Bb)</li> </ul>
<b>OL</b> <b>1/25</b> <b>to</b> <b>2/8</b>	<b>ON-LINE CLASS</b> <b>Human Subjects Online Ethics Training and Reflection</b>	<ul style="list-style-type: none"> <li>• Goodwin &amp; Goodwin Ch 1</li> <li>• Mertens &amp; McLaughlin pages 151-153 (on Bb)</li> <li>• Goodwin &amp; Goodwin page 118 first full paragraph on ethics</li> <li>• Reflection (R1) on ethics training and assigned readings should be <u>completed in research notebook and submitted on Bb (photo or document) by 4:30pm on 2/8</u></li> </ul>
<b>F2F</b> <b>2/8</b>	Questions regarding on-line class on human subjects? Exempt information New understandings from Human Subjects training and reading Discussion of ARP 1 Research Questions Activity APA format Questions concerning ARP 2	<ul style="list-style-type: none"> <li>• Goodwin &amp; Goodwin Ch 2</li> <li>• ARP 1 should be <u>completed in research notebook and submitted on Bb (photo or document) by 4:30pm on 2/8</u></li> </ul>
<b>OL</b> <b>2/8</b> <b>to</b>	<b>ON-LINE CLASS presentation on Quantitative Methods</b>	<ul style="list-style-type: none"> <li>• Goodwin &amp; Goodwin Ch 3</li> <li>• Reflection (R2) on online class and assigned readings should be <u>completed in</u></li> </ul>

<b>2/22</b>		research notebook and submitted on Bb (photo or document) by 4:30pm on 2/22
<b>F2F 2/22</b>	Questions regarding on-line class Discussion of ARP 2 ARP work–anyone thinking of quantitative methods for ARP? Questions concerning ARP 3	<ul style="list-style-type: none"> <li>• Goodwin &amp; Goodwin Ch 4</li> <li>• ARP 2 should be <u>completed in research notebook and submitted on Bb (photo or document) by 4:30pm on 2/22</u></li> </ul>
<b>OL 2/22 to 3/8</b>	<b>ON-LINE CLASS presentation on Qualitative Methods</b>	<ul style="list-style-type: none"> <li>• Goodwin &amp; Goodwin Ch 5</li> <li>• Reflection (R3) on online class and assigned readings should be <u>completed in research notebook and submitted on Bb (photo or document) by 4:30pm on 3/8</u></li> </ul>
<b>F2F 3/8</b>	Questions regarding on-line class Discussion of ARP 3 ARP work – anyone thinking of qualitative methods for ARP? Questions concerning ARP 4	<ul style="list-style-type: none"> <li>• Goodwin &amp; Goodwin Ch 6</li> <li>• ARP 3 should be <u>completed in research notebook and submitted on Bb (photo or document) by 4:30pm on 3/8</u></li> </ul>
<b>OL 3/8 to 3/29</b>	<b>ON-LINE CLASS AERA Brown Lecture</b>	<ul style="list-style-type: none"> <li>• Continued work, especially <u>data collection</u>, on ARP</li> <li>• Reflection (R4) on online class and assigned readings should be <u>completed in research notebook and submitted on Bb (photo or document) by 4:30pm on 3/29</u></li> </ul>
<b>F2F 3/29</b>	Method and data collection finalized Discuss ARP 4 Questions concerning ARP 5	<ul style="list-style-type: none"> <li>• Review APA manual pages 29-32 and previously read Goodwin &amp; Goodwin chapters</li> <li>• ARP 4 should be <u>completed in research notebook and submitted on Bb (photo or document) by 4:30pm on 3/29</u></li> </ul>
<b>OL 3/29 to 4/12</b>	<b>ON-LINE CLASS presentation on Synthesis and Mixed Methods</b>	<ul style="list-style-type: none"> <li>• Goodwin &amp; Goodwin Ch 7</li> <li>• Onwuegbuzie &amp; Leech 2007 (on Bb)</li> <li>• Reflection (R5) on online class and assigned readings should be <u>completed in research notebook and submitted on Bb (photo or document) by 4:30pm on 4/12</u></li> </ul>
<b>F2F 4/12</b>	Literature review activity on ARP 5 Small group discussions of ARP progress, problems and solutions Discussion of ARP 6 and On-Line Discussion (ARP 7)	<ul style="list-style-type: none"> <li>• There a number of articles to be read for ARP5</li> <li>• ARP 5 should be <u>completed in research notebook and submitted on Bb (photo or document) by 4:30pm on 4/12</u></li> </ul>
<b>OL 4/12 to 4/26</b>	<b>ON-LINE CLASS ARP 6: Graphic and Preparation for Discussion ARP 7: Intensive discussion</b>	<ul style="list-style-type: none"> <li>• ARP 6 should be <u>submitted on Bb (photo or document) by 11:59pm on 4/16</u></li> <li>• ARP 7a) review the graphic and table of articles of 3 other students in the class and comment on at least 2 points/aspects of</li> </ul>

		<p>the other students' tables and graphics completed by <u>11:59pm on 4/20</u></p> <ul style="list-style-type: none"> <li>• ARP 7b) comments are responded to by the student who posted the initial graphic and literature review <u>completed by 11:59pm on 4/24</u></li> <li>• ARP 7c) each person writes a comment on what he/she learned from intensive discussion and <u>posts this comment by 4:30pm on 4/26</u></li> </ul>
<b>F2F 4/26</b>	Final directions for ARP 8 Small group meetings and work to finalize poster	<ul style="list-style-type: none"> <li>• Bring any questions you have regarding your ARP assignment and poster</li> </ul>
<b>F2F 5/3</b>	ARP 8: Poster Session	<ul style="list-style-type: none"> <li>• Please be on time for class. The first round of posters will begin 5 minutes after the beginning of class.</li> </ul>

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

### **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 [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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