

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

ECED 801.001 Current Research and Trends in Early Childhood Education
3 Credits, Spring 2019
Tuesdays/ 4:30-7:10 pm
Innovation 139, Fairfax Campus

Faculty

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Prerequisites/Corequisites

Admission to doctoral program or post-master's status with permission of instructor.

University Catalog Course Description

Examines research and trends in the early education of children. Explores issues that influence the education of young children with special education needs and children from culturally, linguistically, and economically diverse backgrounds. Examines practices appropriate for diverse young learners. Offered by Graduate School of Education. May be repeated within the term for a maximum 6 credits.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a seminar format.

Learner Outcomes or Objectives

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

1. Analyze original research using different methodologies and list strengths and limitations of the research studies for practice.
2. Synthesize research on practices appropriate for diverse learners, indicating when there is enough research support for a particular practice.
3. Present knowledge of quantitative and qualitative methodologies relevant to diverse learners, emphasizing convergent evidence.
4. Construct issues surrounding research-based practices for diverse groups of learners.
5. Communicate knowledge of the presentation and publication process, including addressing various target audiences and target conferences/journals.

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. ISBN: 9781433805615

Recommended Texts

Pianta, R. C., Barnett, W. S., Justice, L. M., & Sheridan, S. M. (2012). *Handbook of Early Childhood Education*. New York, NY: The Guildford 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 blackboard.

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).

Assignments	Due Dates *note draft materials are not listed here*	Points
Attendance & Participation (Learning Outcomes 1, 2, 3, 4, 5)	Ongoing	15
The Big Picture	1/29	10
Early Childhood Research Project (ECRP) (Learning Outcomes 2, 3, 4, 5)	ECRP 1: 2/12 ECRP 2: 2/26 ECRP 3: Ongoing ECRP 4: 3/19 ECRP 5: 4/30	10 15 10 10 20
Group Practitioner Paper (Learning Outcomes 2, 4, 5)	4/30	10
TOTAL		100

- **Assignments and/or Examinations**

The Big Picture: Review of Current Research (10 points)

Students will review available peer-reviewed research articles published in the most recent and available issues of a major journal or journals related to early childhood education. Examples of journals include:

- Early Childhood Education Journal
- Early Childhood Development and Care

Early Childhood Research Quarterly
 Early Education and Development
 Infants and Young Children
 Journal of Applied Developmental Psychology
 Journal of Early Childhood Literacy
 Journal of Early Childhood Research
 Journal of Early Childhood Teacher Education
 Journal of Early Intervention
 Journal of Research in Childhood Education
 Topics in Early Childhood Special Education

Students will review at least 20 abstracts and should feel free to review more than 20. Students will read the abstracts and track the research topics covered in the articles. They will cut and paste the abstracts of the research articles into one document and include an APA formatted citation for each. Students will picture these topics using a graphic or graphic organizer. Students will submit this assignment to Blackboard, and they will present their Big Picture in class.

Early Childhood Research Project (ECRP) (65 points)

The Early Childhood Research Project (ECRP) has five parts. Students will choose a topic of particular interest to them within the early childhood education field. The literature review, draft outline, research seminar, and annotated outline will support the student in developing their early childhood research project paper. Students will cite current research from relevant peer-reviewed sources to support the information they provide. They will use in-text citations and include a reference list per APA style guidelines.

ECRP 1: Literature Review

Students will conduct a literature review on their topic of interest. Students can use PsycINFO or other appropriate databases. Students will keep track of key words used in their search. At a minimum, students will summarize 10 research articles and include documentation of children and families studied, methodologies employed, questions asked, and findings. Students will pull together the information in a chart (see example below). Students will submit their ECRP 1 to Blackboard, and they will share key findings with their peers in class.

Author(s)	Year	Method	RQs	Participants	IV	DV	Procedures	Results

ECRP 2: Draft Outline

Students will complete an initial outline for their paper (ECRP 5). To this outline, students will attach an APA-formatted reference list with at least 10 research article citations that they plan to use in their paper (it is likely these will overlap with the research articles included in ECRP 1). Students will submit their ECRP 2 to Blackboard.

ECRP 3: Research Seminar on Individual Research Interests

Students will identify the date the class will discuss the research topic of their ECRP. **Students will identify at least two research articles from their literature review that are particularly important considering their research interests in the field of early childhood. These will be**

inserted as part of our required reading. Students will post their readings on our Blackboard site at least two weeks before their date of the seminar. Students will lead a discussion surrounding their topic of interest and selected readings. **Students who are NOT leading the discussion should be prepared to share a response, and should also bring at least two questions to pose to the group.** The questions can be related to something they would like to seek clarification or something that they are interested in discussing.

ECRP 4: Annotated Outline

Students will revise their draft outline based on the feedback they receive, and they will decide in which sections in the outline they will include particular research articles. Students will include the points of importance that were in previous assignments, and they will include more specific detail that is important for their paper (ECRP 5). Students will include at least 10 research articles, and they can overlap with previously identified articles. Students will submit ECRP 4 to Blackboard.

ECRP 5: Early Childhood Research Project Paper

Students will use their literature review and outlines they developed to write their early childhood research project paper. The paper will include a rationale for the topic, a synthesis of the literature (e.g., patterns across the research you reviewed, similarities across the research you reviewed), and gaps in the literature. In addition, students will identify a potential research question or questions within their paper that they could potentially answer in the future and a proposed method section (e.g., setting, participants, research design, measures, materials, procedures, and data analysis). This should be a product that students could use as the introduction and method section within a potential manuscript. Students will submit drafts of their ECRP 5 throughout the semester, and they will submit their final product to Blackboard. They will also present a summary of this assignment to their peers in class (rationale, summary of the research, research questions, and method).

Group Practitioner Paper (10 points)

Students will work in small groups who have similar interests to develop a group practitioner paper that they can submit to an early childhood practitioner journal. Students will bring drafts of this assignment to class when we have group practitioner paper workshops. Students will submit their final product to Blackboard, and students will work with their group to present a summary and their plans with peers outside of their group.

Attendance and Participation (15 points)

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

- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.
- Students complete readings and prepare for class activities prior to class as 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 evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c)

completing written work related to the activities, and (d) supporting the participation and learning of classmates.

- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Students display professional dispositions at all times while interacting with the instructor and other students.
- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.

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 website 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.
5. 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 = 80-86 C = 70-79 F = <70

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

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. See <https://cehd.gmu.edu/students/policies-procedures/>.

Class Schedule

Date	Class Topics and Activities	Assignments & Readings Due
1 1/22	Introduction to Course Introduction to Big Picture Assignment Seminar Sign up Big Picture Application	Syllabus Begin to Review Peer-Reviewed Literature Regarding Topics of Interest (TOI)
2 1/29	Big Picture Presentations Individual Research Interests Discussion Review Early Childhood Practitioner Journals	Big Picture and Big Picture Presentation Due TOI Reading
3 2/5	Databases and Keywords ECRP 1 Application Group Practitioner Paper Workshops	TOI Reading
4 2/12	ECRP 1 Presentations Synthesizing the Literature Group Practitioner Paper Workshops	ECRP 1 and ECRP 1 Presentation Due TOI Reading
5 2/19	Research Seminar on Individual Research Interests (Coogle) ECRP 2 Peer Review Defining a Line of Research Developing Long Term and Short Term Career Goals	ECRP 2 Draft Due Research Seminar Preparation Readings to be Announced
6 2/26	Research Seminar on Individual Research Interests Group Practitioner Paper Workshops	ECRP 2 Due Research Seminar Preparation Readings to be Announced
7 3/5	Research Seminar on Individual Research Interests Group Practitioner Paper Workshops	Research Seminar Preparation Readings to be Announced
3/12 Spring Break		
8 3/19	Research Seminar on Individual Research Interests Group Practitioner Paper Workshops-draft sections and review	ECRP 4 Due Research Seminar Preparation Readings to be Announced
9 3/26	Research Seminar on Individual Research Interests Group Practitioner Paper Workshops	Research Seminar Preparation Readings to be Announced
10 4/2	Research Seminar on Individual Research Interests ECRP 5 Peer Review Group Practitioner Paper Workshops	ECRP 5 Draft 1 Due Research Seminar Preparation Readings to be Announced

11 4/9	<i>Outside of Class Group Practitioner Paper Workshops and ECRP 5 (AERA Conference)</i>	
12 4/16	Research Seminar on Individual Research Interests ECRP 5 Peer Review Group Practitioner Paper Workshops	ECRP 5 Draft 2 Due Research Seminar Preparation Readings to be Announced
13 4/23	Research Seminar on Individual Research Interests ECRP 5 Peer Review Group Practitioner Paper Workshops	ECRP 5 Draft 3 Due Research Seminar Preparation Readings to be Announced
14 4/30	Closing Discussion ECRP 5 Summary Presentation	ECRP 5 and ECRP 5 Presentation Due Group Practitioner Paper and Group Practitioner Presentation Due

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to 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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

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