



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

Spring 2020
EDSE 590 DL1: Special Education Research
CRN: 16480, 3 – Credits

Instructor: Dr. Linda Mason	Meeting Dates: 1/21/2020 – 5/13/2020
Phone: 571-424-0822	Meeting Day(s): Net
E-Mail: lmason20@gmu.edu	Meeting Time(s): Asynchronous
Office Hours: By appointment	Meeting Location: N/A; Online
Office Location: 208A Finley	Other Phone: N/A

- ❖ **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.

Prerequisite(s): None

Co-requisite(s): None

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.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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. On-line 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

This course will be delivered online (76% or more) using an asynchronous format via the 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. The course site will be available on January 20th 11:59PM Eastern Standard Time.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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 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:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: 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.
- 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 3 times per week.
- 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:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. 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. Those unable to come to a Mason campus can meet with the instructor 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.

Professional Standards

(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: CEC Standard 5: Instructional planning and strategies (InTASC 7,8) & CEC Standard 6: Professional learning and ethical practice (InTASC 9).

Required Textbooks

McMillan, J. (2015). *Fundamentals of Educational Research* (7th ed.). AB Longman.

Recommended Textbooks

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

Required Resources

Access to the George Mason University's Blackboard site for the EDSE 590 course.

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). Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

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

1. Class activities - 90 points (1 to 7 points per activity):

Students will participate in class activities such as weekly assignments and quizzes and on-going peer review in order to practice 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. Assignments will be graded by the percent of the assignment completed correctly. Quizzes will be graded by the percentage of questions answered correctly. See *Appendix for Wiki Draft Postings and Peer Review* rubrics.

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 and **must be completed** to pass the course.*

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 individually or in research teams. 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 individually or in research teams. This assignment is the signature assignment for the course.

- a. As part of class activities, students will provide constructive feedback to classmates on their drafts of the literature review introduction, method, results, and discussion sections and final draft. *Specific directions will be provided by the instructor and this assignment will be evaluated using the Research Review rubric in the Appendix.*

*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.

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. Online Course Site Open 1/21/2019 - 5/30/2019.

Late Work

All assignments should be submitted via Blackboard by the due date. Assignments will not be accepted late unless prior arrangements with the instructor have been made. In fairness to students who make the effort to submit work on time, points (equivalent to 1 letter grade) will be deducted from the final grade for the late assignment. Allow additional time and plan for additional participation during activities that require constructive feedback.

Grading Scale

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

To compute final course grades divide “earned points” by “possible points” for percentage.

A = 95-100%	A - = 90-94%	B+ = 86-89%	B = 80-85%	B- = 77-79%	C = 70-76%	F = > 70%
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***Note:** The George Mason University Honor Code will be strictly enforced (see <https://oai.gmu.edu/> and <https://catalog.gmu.edu/policies/honor-code-system/>). Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University

community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>.

Class Schedule

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

Date	Learning Module	Readings Weekly Assignments and Activities Due Sundays Submit by 11:59 PM
Week 1 Jan 21-26	Learning Module 1: Introduction to research in special education	*Syllabus & Expectations *Course Overview *Chapter 1 (pp. 2-17) *Introduction Discussion Forum (5 pts) * Module 1 Quiz (1 point)
Week 2 Jan 27-Feb 2	Learning Module 2: Literature searches & reviews	*Chapter 3 & Spencer (2006) *Literature Search Scavenger Hunt (7 pts) *Research Review Wiki: Post Research Topic (3 pts) * Course Overview Quiz (1 point) *CITI Training Due (pass/fail)
Week 3 Feb 3-9	Learning Module 3: The anatomy of an empirical article	*Chapter 1 (pp. 17-26) & Chapter 2 *Overview of Research in My Field (7 pts) *Research Review Wiki: Post Purpose Statement & Research Questions (3 pts) * Module 3 Quiz (1 point)
Week 4 Feb 10-16	Learning Module 4: Quantitative experimental research designs: Group Research	*Chapter 4 & Chapter 9 (Group Research) & Gersten et al. (2005) *Download Introduction Section Checklist *Research Review Wiki: Work on Introduction Section Draft * Module 4 Quizzes (1 point each = 3 pts)

Week 5 Feb 17-23	Learning Module 5: Quantitative experimental research designs: Single-subject research	*Chapter 9 (Single-Subject Research) & Horner et al. (2005) *Research Review Wiki: Post Introduction Draft (3 pts) * Module 5 Quizzes (1 point each = 2 pts)
Week 6 Feb 24-March 1	Learning Module 6: Research components Part I: Participants & variables	*Chapter 3 (pp. 54-59) & Chapter 5 *Research Review Wiki: Peer Feedback on Introduction (3 pts) *Research Review Wiki: Post Method Section Draft (3 pts) * Module 6 Quizzes (1 point each = 2 pts)
Week 7 March 2-8	Learning Module 7: Research components Part II: Measurements, data collection, & analysis	DUE SUNDAY, MARCH 15 *Chapter 7 & Chapter 10 *Research Review Wiki: Peer Feedback on Method Section (3 pts) *Research Review Wiki: Post Description of Individual Study Draft (3 pts) * Module 7 Quizzes (1 point each = 2 pts)
March 9-15	Spring Break	Enjoy the Break and Extra Time for Completing Assignments!
Week 8 March 16-22	Learning Module 8: Discussion, conclusions, and APA 6th edition formatting style	*Chapter 15 & Sample APA Paper *Mini-Research Application Project Outline (4 pts) * Module 8 Quiz (1 point)
Week 9 March 23-29	Learning Module 9: Mini-Research Proposal and Research Review work time	*Work on Mini-Research Application Project *Research Review Wiki: Post Results and Discussion Section Draft (3 pts)
Week 10 March 30-April 5	Learning Module 10: Qualitative research designs	*Chapter 11 & 12 & Brantlinger et al. (2005) *Mini-Research Application Project Due (20 pts) *Research Review Wiki: Peer Feedback on Results and Discussion (3 pts) *Reference List in APA Format (5 pts) * Module 10 Quizzes (1 point each = 2 pts)
Week 11 April 6-12	Learning Module 11: Non-experimental quantitative research designs	*Chapter 8 *Peer Feedback for at least 1 Mini-Research Application Projects in Discussion Forum (3 pts) *Research Review Wiki: Post Final Research Review Draft (5 pts) * Module 11 Quizzes (1 point each = 2 pts)

Week 12 April 13-19	Learning Module 12: Work on Research Review Paper	*Review the description of the Final Research Review Paper assignment *Choose classmate to review (1 point) *Peer Feedback: Final Research Review Draft (3 pts)
Week 13 April 20-26	Learning Module 13: Mixed methods research designs	*Chapter 13 *Final Research Review Paper Due (40 points) * Module 13 Quiz (1 point)
Week 14 April 27-May 3	Learning Modules 14 and 15: Action research/Intelligent research consumer	*Chapter 14 *Reflection (5 points) CELEBRATE!

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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing titleix@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 <http://cehd.gmu.edu/>.

Appendix Assessment Rubrics

Rubric for Posting Wiki Drafts

Exemplary (3 points):

- Draft posted on time;
- Draft contains all section components as noted in Scoring Checklists;
- Draft text contains complete sentences, paragraphs, and transitions;
- Draft is written in APA format including citations and headings.

Adequate (1-2 points):

- Draft posted on time;
- Draft contains most all of the section components as noted in Scoring Checklists;
- Draft text contains complete sentences, paragraphs, and transitions with minor errors;
- Draft is written in APA format including citations and headings with minor errors.

Inadequate (0 points):

- Draft is not posted on time;
- Draft is missing majority of section components as noted in Scoring Checklists;
- Draft text does not contain complete sentences, paragraphs, and transitions;
- Draft is not written in APA format including citations and headings.

Rubric for Peer Feedback

Exemplary (3 points):

- Feedback posted on time;
- Feedback contains at least 1 paragraph of constructive feedback noting the good elements of the paper section as well as noting parts needing additional work. Scoring Checklists are used to guide feedback;
- Feedback is provided to the specified number of classmates;
- Feedback provided in a respectful manner.

Adequate (1-2 points):

- Feedback posted on time;
- Feedback contains at least 1 paragraph constructive feedback noting the good elements of the paper section as well as noting parts needing additional work. Scoring Checklists are used to guide feedback;
- Feedback is provided to less than the specified number of classmates;
- Feedback provided in a respectful manner.

Inadequate (0 points):

- Feedback not posted;
- Feedback provided is not constructive;
- Feedback provided does not exhibit professional behavior and dispositions.

Final Research Project: Research Review Paper Scoring Rubric (40 points)

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