

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION

Course

ELED 559 A07: *Research and Assessment in Elementary Education*
Summer 2020 (2 credits)

Instructor

Mandy Bean
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Prerequisites

Admission into elementary education graduate program; capstone course for degree must be taken last in programmatic sequence.

University Catalog Course Description

Provides teacher candidates an understanding of research paradigms utilizing systematic evidence to improve practice and further skills in assessment of learning outcomes. Emphasizes linking research and practice, making instructional decisions based on systematically collected data.

Course Overview

This course is designed to help teacher candidates understand various research paradigms utilizing research literature and systematic evidence to improve teacher practice, and to further their skills at assessment of learning outcomes. Course emphasizes linking research and practice and making instructional decisions based on systematically collected data.

Nature of Course Delivery

This course is delivered using synchronous online meetings and asynchronous online meetings. Practical applications of theory are explored in group activities.

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:** Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **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 5 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:** 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. 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 ensure accessibility must be registered with George Mason University Disability Services.

ASSIGNMENTS SUMMER 2020:

Assignment	Points	Due Dates
1. Attendance and Participation	15	Ongoing
2. Data Collection and Analysis Activity	20	May 3
3. Component Draft (NO MORE PART 5 – it was eliminated) 4. Part Six: Reflection on AR	10	May 17
5. Final Action Research Proposal (PBA) Parts 1,2,3,4,6	40	May 24

(This is a fully edited final version using all feedback provided to you. It must be in APA. Follow rubric.)		
6. Action Research Presentation	15	June 4
TOTAL	100 points	

1. Data Collection & Analysis Activity

For this assignment you will collect and analyze quantitative and qualitative data in the form of a survey and one 10-minute interviews or one 30 min observation. The survey should have 10-12 questions from at least 15 people. You will write a brief report of this exercise explaining what you did and what you found.

Steps to completing this assignment:

1. Create a research question that can be addressed with a survey and an interview or an observation (can be on any topic of interest in the broad field of education)
2. Decide on the methods (quantitative, qualitative, mixed)
3. Create a protocol (the survey questions you will ask, the interview questions you will ask or the format for your observation notes)
4. Have our instruments and protocols peer reviewed (I will assign partners)
4. Collect the data
5. Prepare the data for analysis (transcribe the interviews/tabulate surveys, etc.)
6. Analyze the data
7. Interpret the data (how does it address your question?)
8. Consider implications (what do your results mean for others?)

Write up a report and post to Blackboard.

Your report will include the following:

- An introduction
 - Describe your research question
- Short description of the methods
 - What did you do?
 - Describe the protocol
 - Describe the participant(s)
 - Describe how you analyzed the data
- Results
 - What did you find?
 - What is the answer to your question based upon your data?
- Implications
 - What does this mean for others?
 - What should be done next?
- Reflection

- What did you learn about qualitative data analysis from this project?
- What did you learn about quantitative data analysis from this project?
- If you did this again, what would you do differently?

3. Component Drafts

These sections **must be submitted by their due dates** throughout the semester for formative feedback. They are worth 5 points each.

Part One: Rationale and Research Question(s)

Describe the origin of your inquiry? From what has your research question emerged? What question(s) are you asking?

Part Two: Annotated Bibliography

Review the literature relevant to your question. What does it tell you about your area of inquiry? What tensions exist in the studies? How do they shape your question?

Part Three: Context and Instructional Change

Describe your school, community, classroom and student population; and Describe the instructional change.

Part Four: Data Collection and Student Assessments

Describe how you collected data to answer your research question(s). This includes formative and summative assessments designed to gather that data. How might you consider collecting data on your students' achievement, engagement, and efficacy with your teaching and subject area? What sort of timeline might you follow to complete your project? How might you involve your students in the identification of a teaching/research challenge, in the identification of research questions, in data collection methods, in data analysis methods, and/or in sharing findings of your project? Who might your 5-7 potential case study students be? What will be your specific teaching interventions? What will be your primary data collection methods? How might you triangulate the data collection in your study? How might you ensure that your study is valid and your data collection techniques are reliable? How might you ensure that you have met any ethical challenges associated with conducting research on your teaching and followed your school's ethics policy regarding the collection of data?

NO MORE PART 5

Part Six: Reflection

What do you learn from creating your action research proposal? What might you do with our proposal in the future—in other words, what aspects might be applicable to future work? How did the action research experience inform your teaching during the spring semester? What will you take from this process into your teaching career?

4. Action Research FINAL Proposal Report —PBA Requirement

This is the major assignment for this class and is the Performance Based Assessment (PBA) for the course. The final written report will include the sections above for a total of six sections.

Points will also be earned for quality of writing and use of APA style in FINAL REPORT. See attached rubric. *It has been edited from the original – no more findings and data analysis/implications requirement.*

- Part One: Rationale and Research Question(s)
- Part Two: Annotated Bibliography
- Part Three: Context and Instructional Change
- Part Four: Proposed Data Collection and Student Assessments
- Part Five: Proposed Data Analysis Plan and Potential Implications
- Part Six: Reflection

5. Action Research Poster Presentation

You will present your action research to our class (ONLY) at the end of the summer course. This presentation will be based on your written final report (see above) and the data collection and analysis activities that you complete in the summer session. ***You will prepare a brief (5 min) powerpoint presentation using the format provided and will respond to peer questions (2-3 min) as a follow up.***

Date: Thursday, June 4th
Location/Format TBD

Grading Scale

94-100 = A	90-93 = A-	88-89 = B+	81-87 = B	70-80 = C	Below 70 = F
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COURSE SCHEDULE

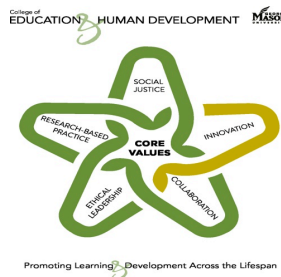
Note: Instructor reserves the right to alter the schedule as necessary, with notification to students.

Date	Readings	Topics and Activities	Assignment Due
Week of 5/3			DUE on 5/3 Data Collection & Analysis Activity

Week of 5/10		Write Part 6 (Reflection)	
Week of 5/17		Provide Peer Feedback on Data Section in Proposal and Final Paper Use Critical Friend(s)	DUE on 5/17 Part 6: Reflection
Week of 5/24		Preparing final papers and presentations	DUE on 5/24 Final PBA Report
Thursday, June 4th		FINAL PRESENTATIONS	DUE on 6/4: Final Presentation

CORE VALUES COMMITMENT

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. <http://cehd.gmu.edu/values/>



GMU POLICIES AND CAMPUS 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 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/>.

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 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

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

EMERGENCY PROCEDURES

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://gmu.edu/service/cert>

Action Research Rubric

Levels/Criteria	3	2	1
<p>Introduction: Describes the problem. Clear research question stated. Significance of problem is addressed. InTASC 9 ACEI 5.1</p>	<p>The problem is described in details. The description fully leads the reader to the research question. The research question is clear. It is measurable. The significance of the problem is addressed fully. It is clear why this is an important problem to study.</p>	<p>The problem is adequately described. The description partially leads the reader to the research question. The research question is vague. It is measurable. The significance of the problem is adequately addressed, but it is not clear as to why this is important.</p>	<p>The problem is not adequately described. It does not lead the reader to the research question. The research question is unclear. It is not measurable. The significance of the problem is unfocused and rambles. It is not clear why this is an important topic to study.</p>
<p>Annotated Bibliography: Research studies are used. Studies relate to the research question. InTASC 9 ACEI 5.1</p>	<p>At least nine to ten research studies are used to support the literature review. These are from respectable journals. The studies are appropriate for the topic and research questions. Bibliography is in APA style with no errors.</p>	<p>Five to eight research studies are used. At least one of them is from a respectable journal. The studies are somewhat appropriate for the topic and research question. Bibliography follows APA style with no more than two errors.</p>	<p>Less than five research studies are used. The articles are not from respectable journals. The studies are not appropriate for the topic or research question.</p>
<p>Context and Intervention Provided: Setting Described. Population identified. Intervention. InTASC 9 ACEI 5.1</p>	<p>The setting is fully described. It includes, size of school, location, grade level, subject taught, etc. All pertinent information is included. The population is fully described. It includes number of students, gender and ethnic breakdown, grade levels, academic abilities, etc. Information relevant to the research is included. Intervention is fully described. It is clear what the intervention is and how it will be</p>	<p>The setting is adequately described. Most information is included, but not all. The population is adequately described. Most information is included, but not all. Intervention is adequately described, but either the description of the intervention or the implementation is confusing.</p>	<p>Setting is not included or inadequately described. It is not clear where the research will be conducted. Population is not included or inadequately described. It is not clear who will be participating in the research study. There is no intervention or implementation explained or the intervention does not align with the research question.</p>

	implemented. Intervention is realistic.		
Research Design: Design of study matches goals. Formative and Summative Assessments included. Data sources appropriate. InTASC 9 ACEI 5.1	The methodology chosen (quantitative, qualitative, mixed methods) is appropriate for the research question. There is adequate time allowed for data collection. The treatment is reasonable and ethical. There is a mixture of formative and summative assessments included in the design. They are well-described or a copy is included. All data sources are appropriate for the research question. The information collected will help answer the question.	Two of the three stated criteria are adequate. Formative and summative assessments are included in the design. Copies are not included and they are not well described. Most, but not all, of the data sources are appropriate.	None or one of the criteria is adequate. The research is not ethical. Either formative or summative assessments are included, but not both. Copies are not included and they are not well described. The majority of the data sources are not appropriate for the research question. Data collected is not ethical.
Collection of Data: Appropriate data collected.	The entire collection of the data is appropriate. The information gathered addresses the research question.	The majority of the collection is appropriate. However, it is not clear how other parts were analyzed.	The collection is inappropriate or not well-defined.
Reflection	Reflection is well-developed and fully discussed.	Reflection is adequately discussed.	Reflection is inadequately discussed.
Overall Style: Clear, concise writing. Grammar and punctuation.	The writing is very clear and concise. The reader can understand what the problem is and how the research will address it.	The majority of the writing is clear and concise. There are one to three grammar and	The majority of the reading is vague and unclear. The reader has difficulty seeing the connections between the

<p>Multiple levels of headings used to organize ideas. <i>InTASC 9</i> <i>ACEI 5.1</i></p>	<p>There are no grammar and punctuation errors. There is evidence of multiple levels of headings. These are used appropriately in all instances.</p>	<p>punctuation errors. There is evidence of multiple levels of headings. These are used appropriately in the majority of instances.</p>	<p>various sections. There are four or more grammar and punctuation errors. There is no evidence of multiple levels of headings or these are used inappropriately in the majority of instances.</p>
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