

**George Mason University**  
**College of Education and Human Development**  
**School of Education: Elementary Education**

***ELED 559, Section A02 – Research in Elementary Education***

2 Credits, Summer 2020

Online Class, some synchronous classes will meet on WebEx

**Faculty**

Name: Dr. Debra Sprague  
Office Hours: By Appointment  
Office Location: Thomson 14, Fairfax Campus  
Office Phone: 703-993-2069  
Cell Phone: 703-855-6641  
Email Address: dsprag1@gmu.edu

**Prerequisites/Corequisites**

Admission to MEd in Curriculum & Instruction: Elementary Education licensure program

**University Catalog Course Description**

Examines the historical, philosophical, and sociological foundations of education as they relate to elementary schools, with a particular emphasis on teaching a culturally diverse population. Develops an understanding of the relationship between society and education.

**Course Overview**

N/A

**Course Delivery Method**

This course will be delivered online (76% or more) using both a synchronous and an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal and WebEx. 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 June 1<sup>st</sup> at 3:00 PM.

**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](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](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 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:
  - 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/](http://www.apple.com/quicktime/download/)
  - Screencast-O-Matic - <https://screencast-o-matic.com/>

## *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 3 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 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 or Objectives**

### A. Students will be able to:

1. Articulate the role of systematic evidence in the improvement of teaching and learning.
2. Use educational research literature as a basis for reflecting on and improving their teaching practice.
3. Make explicit linkages between research and assessment practice.
4. Distinguish between the purposes and methods of theoretical, applied, and action research as well as quantitative and qualitative research.
5. Explain the fundamentals of validity and reliability, and articulate the potential threats to validity within various research paradigms.
6. Critique the quality of research studies within various paradigms.
7. Describe the purpose and cycle of action research, specifically in relationship to assessment of their learners.
8. Design appropriate and authentic assessments and analyze student data.
9. Design an action research study based on research and student assessments.
10. Use technology to assist in locating, using, conducting research, and analyzing data.

## **PROFESSIONAL STANDARDS**

Upon completion of this course, students will have met the following professional standards:

❖ **INTASC**

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

❖ **National Board for Professional Teaching Standards**

**Proposition 1:** Teachers are committed to students and learning

**Proposition 3:** Teachers are responsible for managing and monitoring student learning

**Proposition 4:** Teachers think systematically about their practice and learn from their experience.

❖ **ISTE National Technology Standards**

**Standard IV:** Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

**Standard V:** Teachers use technology to enhance their productivity and professional practice.

❖ **The Virginia State Technology Standards for Instructional Personnel**

1. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
2. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
3. Instructional personnel shall be able to apply computer productivity tools for professional use
4. Instructional personnel shall be able to use electronic technologies to access and exchange information.

A. Outcomes and Standards (see below)

Learning Outcomes	NBPTS Propositions	NETS Standards	InTASC Standards
1	1, 3	V	2, 3, 4, 5, 6, 9, 10
2	1, 3, 4	IV & V	9, 10
3	1, 3, 4	IV & V	6, 9
4	4	V	6,

5	4	V	6
6	4	V	6, 9, 10
7	1, 3, 4	IV & V	6, 7, 9
8	1, 3	IV & V	6
9	4	IV & V	6, 7, 9
10	4	V	4

## Required Texts

Mills, G. E. (2017). *Action research: A guide for the teacher researcher* (6<sup>th</sup> ed.). Boston, MA: Pearson. (Previous editions may be used.)

## 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).

## COURSE ASSIGNMENTS:

### **1. Qualitative and Quantitative Data Collection & Analysis Assignment (60 pts)**

For this assignment you will collect and analyze quantitative and qualitative data in the form of a survey and one 10-minute interview 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.
2. Decide on the methods.
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.
4. Collect the data.
5. Prepare the data for analysis (transcribe the interviews).
6. Analyze the data.
7. Interpret the data (how does it address your question?)
8. Consider implications (what do your results mean for others?)

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?

## 2. Final Reflection on Action Research Proposal (40 pts)

Write a reflection about what you learned about action research. Go back to your action research proposal and address the following questions. 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?

## 3. Grading Policies

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

*\*Remember: A course grade less than B requires that you retake the course.*

**Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education**

## 4. Other Expectations

### **APA format:**

All written papers are **expected to be double-spaced, with 1” margins, and in 12-point font** (Times New Roman, Calibri, or Arial). **APA format is expected.** If you do not have a 6<sup>th</sup> Edition APA manual, please use the APA website (<http://www.apastyle.org/>) or the OWL at Purdue as a resource (<http://owl.english.purdue.edu/owl/resource/560/01/>).

**\*Please Note:** The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. [http://writingcenter.gmu.edu/?page\\_id=177](http://writingcenter.gmu.edu/?page_id=177)

### **Late work policy:**

It is expected that all class assignments will be submitted on time to the correct location: **late assignments will not receive full credit.** All assignments must be submitted via **Blackboard** on the due date stated within the syllabus (see below) prior to class. If extraordinary circumstances prevent you from submitting your work in a timely manner, **it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work.** It is up to the discretion of the instructor to approve the late/makeup work. Assignments turned in late without prior communication will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B).

### **Revise & Resubmit:**

If a student submits an assignment that may indicate limited understanding or confusion about the content as indicated by scoring on the assignment rubric, the instructor may request for a student to revise and resubmit the assignment based on feedback. This is an opportunity for a student to clarify understanding of the content and demonstrate growth. In most cases, the original assignment and revision will be averaged for a new final grade. The instructor will communicate with the student to determine a reasonable timeframe within which to complete the revision.

### **Professional Dispositions**

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

## Class Schedule

Class	Date	Guiding Questions/Topics	Readings/Assignments Due (prior to start of class)
1	June 4 Synchronous (WebEx)	Sharing our Action Research Projects  Designing mini projects	Mills, Ch. 5,6
2	June 11 Asynchronous	<b>Run protocols for mini study by Dr. Sprague</b>  Collect data for the mini study.	
3	June 18 Synchronous (WebEx)	Analyzing quantitative data Analyzing qualitative data.	Mills Ch. 8, 9
4	June 25 Asynchronous	Analyze the data from your studies and write results	Final Reflection on Action Proposal Due
5	July 2 Synchronous (WebEx)	Share mini research studies	Final mini study research projects due.

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 <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <https://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](mailto: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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **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](mailto:titleix@gmu.edu).

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

[Additional Program or Division content, supplemental materials, instructions, and graphics may be placed here, as appropriate.]

### Rubric for Qualitative and Quantitative Data Collection & Analysis

Criteria	Beginning (5 Points)	Developing (8 Point)	Accomplished (10 Points)
Survey	Survey consists of less than seven questions. The majority of the questions are unclear and/or do not relate to a common theme. Majority of the questions are not appropriate for quantitative analysis. Survey is completed by less than 12 people.	Survey consists of 7-9 questions. The majority of the questions are clear and relate to a common theme. Majority of the questions are appropriate for quantitative analysis. Survey is completed by 12-15 people.	Survey consists of 10-12 questions. Questions are clear and related to a theme. All questions are appropriate for quantitative analysis. Survey is completed by more than 15 people.
Protocol	The protocol used to collect data is not adequately described. A copy of the interview questions or procedures is not included. The protocol is not appropriate for the research question.	The protocol used to collect data is adequately described, but lacks details. A copy of the interview questions or procedures is not included. The protocol is appropriate for the research question.	The protocol used to collect data is adequately described in details. This could be the questions used for the interview or the procedures used for the observation. A copy of the interview questions or procedures is included. The protocol is appropriate for the research question.
Demographics	One or no demographic questions are included. Demographic data are not appropriate for the survey topic.	At least two demographic questions are included. Demographic data are appropriate for the survey topic.	At least three demographic questions are included. These are used to help categorize people. Demographic data are appropriate for the survey topic.
Data Analysis	Data analysis is not appropriate for the survey or the interviews. The analysis provided does not make sense. Data is not broken down by demographics.	Data analysis is appropriate for the survey or the interviews, but not both. Means and Standard Deviations are reported. Data is not broken down by demographics.	Data analysis is appropriate for the survey and the interviews. T-tests, Chi-Squares, and/or ANOVAs are performed appropriately. Data is broken down by demographics. Significance level is identified.
Results	Results are not presented appropriately. Data is presented inaccurately. Results are difficult to understand. Themes are not identified. Results are not tied back to the data. Results are not interpreted accurately.	The majority of the results are presented appropriately. Data is presented accurately, but not in table form (quantitative). Themes are identified, but not categorized. Results are fairly easy to understand.	Results are presented appropriately. Data is presented in tables according to APA style. The analysis used is thoroughly explained. Themes are identified and categorized. Results are clear and easy to understand. Results are tied back to the

		Some of the results are tied back to the data. Results are partially interpreted accurately.	data. Results are interpreted accurately.
Implications	Implications from the data are inadequately discussed. It is not clear the author is able to interpret the findings. The implications are not tied back to the results.	Implications from the data are adequately discussed. It is clear the author is able to interpret the findings. However, the implications are not tied back to the results.	Implications from the data are well-developed and fully discussed. The implications are connected back to the results of the data analysis.