George Mason University
College of Education and Human Development
Secondary Education Program
Spring 2021

SEED 675 (Section DL1) Research in Secondary Education
3 credits
Wednesdays, 4:30-7:10 pm
Class Location: Online

Faculty
Name: Melissa Hauber, M.Ed., ABD, PhD Candidate
Office Hours: By Appointment
Office Location: Zoom Meeting Room
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Prerequisites/Corequisites
SEED 522 (required prerequisite), SEED 669/EDRD 619 (required prerequisites or corequisites), SEED 440/540 (recommended prerequisite; formerly EDUC 372/672).

University Catalog Course Description
Links evidence of student learning to make informed instructional decisions. Engages students in critiquing various research paradigms, reviewing literature, and systematically collecting and interpreting evidence to improve practice.

Note: All students enrolled in this course must be working daily in or have access to a classroom setting classroom setting (during the semester in which they enroll in this course or a semester following), since the major course assignment involves a classroom-based teacher research project. Offered by School of Education. May not be repeated for credit.

Course Overview
The purpose of this course is for you to learn how to design and conduct a teacher research project situated in a classroom with the goal of improving your teaching and your students' learning. The course is designed to promote a professional teaching and learning community with peer review/critical friend support. Throughout the course, you will complete stages of your research project (proposal) to compile into your final paper. Your ultimate success with the final project requires your ongoing commitment to each step in the process and collaboration with peers for reciprocal review. As a whole course provides an opportunity for your personal and ongoing professional development.

Course Delivery Method
This course will be delivered fully online using a combination of synchronous and asynchronous instructional approaches and large group, small group, and individual activities. The course will be hosted 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 username (everything before @masonlive.gmu.edu) and password.

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 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/

Expectations
- Course Week:
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Class Schedule.
- 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 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 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.

Learner Outcomes or Objectives
This course is designed to enable students to:
1. Demonstrate an understanding of the process and components used in teacher research by conducting and assessing a chosen scholarly inquiry situated in their classroom and impact on students' learning;
2. Prepare a research proposal which makes explicit links between theory and practice;
3. Examine ethical considerations when conducting teacher research;
4. Conduct teacher research which includes research question(s), a research proposal, a review of related literature, methods/design, data collection/analysis, findings, a discussion of impact on students, teachers, and the education field;
5. Participate in critical and collaborative inquiries to gain multiple perspectives in interpreting research and for validation and peer review of research;
6. Demonstrate integration of national and state standards for content and pedagogy as related to their research question(s) by reflecting on their own teaching practice and its impact on students' learning; and
7. Demonstrate skills in the application of technology and use of resources in teacher research.

Professional Standards
By the end of this course students will demonstrate an understanding and application of subject area standards aligned with the National Content Standards and identified by their Specialized Professional Association (SPA):
- Social studies teachers: National Council for the Social Studies, http://www.ncss.org
- English teachers: National Council of Teachers of English, http://www.ncte.org
- Math teachers: National Council of Teachers of Mathematics, http://www.nctm.org
- Science teachers: National Science Teachers Association, http://www.nsta.org

Students should also have an understanding of and be able to apply the standards of the Interstate New Teacher Assistance and Support Consortium (INTASC):
https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Required Text
Note: Additional readings, web-based resources, and exemplars will be showcased to highlight specific research components; these will be provided as PDFs and links via Blackboard.

McAteer, M. (2013). *Action research in education*. SAGE Publications Ltd.[*]

Additional Resources
Note: These are just a few useful sources you might want to add to your library or browser bookmarks.

APA Formatting
American Psychological Association (2020). *Publication manual* (7th ed.). Washington, DC:
      Note: Guidelines available from the Purdue Online Writing Lab:
      https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Action Research
Baily, S., Shahrokhi, F., & Carsillo, T. (2017). *Experiments in agency: A global partnership to transform teacher research*. Sense Publishers.[*]
Kemmis, S., McTaggart, R., & Nixon, R. (2013). *The action research planner: Doing critical participatory action research*. Springer Science & Business Media.[*]
McNiff, J. & Whitehead, J. (2009). *You and your action research project*. Routledge.
McNiff, J. (2016). *Writing up your action research project*. Routledge.
Noffke, S. E., & Somekh, B. (2009). *The SAGE handbook of educational action research*. SAGE Publications Ltd.[*]

Qualitative Design and Analysis
Maxwell, J.A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). Thousand Oaks, CA: Sage.
Saldaña, J. (2013). *The coding manual for qualitative researchers*. Sage.

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
- Attendance and Participation = 20 points
- Draft Research Project Components = 20 points
- Research Presentation = 10 points
- Teacher Research Project = 50 points
- Total = 100 points

General
- All assignments should be turned via Blackboard on the due date indicated in the schedule below. All projects must be typed, in 12-point font, with one-inch margins, double-spaced, in Times New Roman font, and follow APA guidelines.

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[*] All required texts are available for download at library.gmu.edu.

- Please title each assignment with your last name, the name of the project/assignment, the version of the assignment (e.g., "Draft"), and the date you are submitting it (e.g., Smith_Literature_Review_Draft_2.1.21).
- Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Rubrics will be provided via Blackboard.
- Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.
- I am happy to provide clarifications and guidance on projects and assignments via email or during office hours, but please contact me within a reasonable timeframe.
- I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.

Attendance and Participation (20 points)
- Students are expected to attend all class periods of courses for which they register. Class attendance and participation—with the whole group, in our peer review small groups and in 1-on-1 conferences—are important not only to the individual student, but to the class as whole.
- Instructional activities have been carefully structured in order to use our time together most effectively and to reduce "Zoom fatigue," so please come to synchronous sessions ready to engage actively and thoughtfully.
- Participants are expected to read the assigned materials, arrive promptly, attend all class meetings for the entire session, and participate in class discussions.
- Students are responsible for obtaining information given during class discussions.
- Mutual respect and collaboration are central to this class and crucial to effective action research. Your attendance, thoughtfulness, clarity, and active sharing of responsibility for our classroom community will affect your grade.
- Demonstration of positive and collaborative professional dispositions toward colleagues during peer reviews, along with a willingness to accept constructive criticism, is a course expectation.
- Class participation is a factor in grading; instructors may use absences, tardiness, or early departures as de facto evidence of nonparticipation and as a result lower the grade. Two partial attendances are equal to one absence, and missing 30% or more of class sessions will result in automatic course failure.
- Please silence all mobile phones, computers, and other devices when you participate in our class.
- If, due to an emergency, you will not be able to participate during a given week of class, please contact me as soon as possible via email prior to any scheduled class, meeting, or conference time.

Draft Research Project Components (20 points total)
According to the timeline in the weekly schedule below, students will submit draft sections of each of the five research project sections—the research questions, literature review, methods, findings, and discussion. These will be shared with peer review groups and with me for feedback and then revised for the final project. Specific guidelines and rubrics will be provided during the course.

Research Presentation (10 points)
Each participant will make an in-class maximum ten-minute presentation on her/his project; guidelines for these presentations will be provided. Please note that projects or papers submitted for credit in another course cannot also be used for a grade in this course. When considering research topics, you should identify a research question that really matters to you. It should be something about which you are curious and with which you are willing to spend time researching and learning.

Teacher Research Project (50 points)
Participants will design and conduct a teacher research project that is relevant to their present or future teaching positions. Outlines, examples, descriptions, and rubrics of these projects will be provided. You will write a literature review and proposal for this project, collect and analyze preliminary data, and share the results of your study with our class (and an outside audience) in a presentation. It is possible to partner with another student for the purpose of sharing data and researching different aspects of a common topic; each partner, however, must submit an original, stand-alone report.

Assessment Grading
All assignments will be evaluated holistically; the general rubric is described below, and a specific rubric provided with each assignment.

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

- "A" level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers' efforts.
- "B" level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- "C" level score = Student provides cursory responses to assignment requirements. Student did not follow all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- "F" level score = Student work is so brief that any reasonably accurate assessment is impossible.
- Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next

semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member.

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

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 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 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.

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

Class Schedule

Date	Topic/Focus	Reading Due	Task
January 27	Introductions Course overview and introduction to (participatory) action research	[Embracing Action Research](#) [Action Research in the Classroom](#) [Your First Action Research Cycle](#)	Teaching context and topic survey
February 3	Theory and practice Research topic and question(s)	McAteer, Intro & Ch. 1 Baily et al., Ch. 3 (Stribling) Cochran-Smith & Lytle, 2009 Optional: Call-Cummings & Hauber-Özer, 2018	Identify topic Draft research questions
February 10	Research design	McAteer, Ch. 2 & 3 Choose one article/chapter from the options on Blackboard and identify the problem/research question(s), data collection and analysis methods, and findings.	Refine research question(s)
February 17 Individual Conferences	Literature review	McAteer, Ch. 5 Student-selected resources	**Research questions due**
February 24	Data collection	McAteer, Ch. 4 Marciano & Warren, 2019 Identify 2-3 potential data collection methods and read/view the corresponding resources on Blackboard. Be prepared to discuss your emerging design ideas.	**Literature review due**
March 3	Arts-based methods	Wilson & Flicker, 2014 Zenkov et al., 2014 Call-Cummings et al., 2020 Johnson & Kendrick, 2017 Read/view additional resources on Blackboard.	
March 10 Individual Conferences	Methods	Student-selected resources	**Methods section due**
March 17	Ethics & validity	Shore, 2014 Zeni, 2009	Design data collection tool(s)

		Dick, 2014 Lac & Fine, 2018	
March 24	Data analysis	McAteer, Ch. 6 Flicker, 2014 Read/view additional resources on Blackboard.	Optional: IRB application
March 31	Findings	McAteer, Ch. 7 Examples on Blackboard	Data analysis
April 7	Findings	Writing day	**Findings due**
April 14	Sharing research	McAteer, Ch. 8 Read/view additional resources on Blackboard.	**Discussion due**
April 21	Abstract and action plan	Read/view resources on Blackboard.	Summarize your research (abstract)
April 28	Presentations	TBD	**Present research**
May 5 (No meeting)	Final projects		**Final teacher research projects due**

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