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, Fall 2021
8/23/2021–12/15/2021, Tuesdays/ 7:20-10:10 PM
Fully Online

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 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 face to face with synchronous online class meetings and course content available via 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 August 23, 2021.

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 Zoom or 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 synchronous classes will be every Tuesday as indicated in the Class Schedule of this syllabus.
- 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 4 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 ensure accessibility must be registered with George Mason University Disability Services.

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. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. ISBN: 9781433832178

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, VIA, 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	8/31	**10**
Early Childhood Research Project (ECRP) (Learning Outcomes 2, 3, 4, 5)		**55**
ECRP 1: Literature Review	9/14	10
ECRP 2: Draft Outline	10/5	10
ECRP 3: Research Seminar on Individual Research Interests	Ongoing	10
ECRP 4: Annotated Outline	10/26	10
ECRP 5: Early Childhood Research Project Paper	11/23	15
Group or Individual Practitioner Outline (Learning Outcomes 2, 4, 5)	11/30	**10**
Early Childhood Scholar Interview	11/30	**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 display these topics using a graphic, graphic organizer, or other visual that makes sense. Students will submit this assignment to Blackboard, and they will present their Big Picture in class.

Early Childhood Research Project (ECRP) (55 points)
The Early Childhood Research Project (ECRP) has five parts. Students will choose a particular interest topic within the early childhood education and/or early childhood special education field.

The literature review, draft outline, research seminar, and annotated outline will support the student in developing their ECRP 5. 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 (10 points)***
  Students will conduct a literature review on their topic of interest. Students can use PsycINFO or other appropriate databases. Students will keep track of keywords 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 organize the information in a chart (see example below). Students will submit their ECRP 1 to Blackboard, and they will share key findings (patterns across studies and gaps which they have an interest in studying) with their peers in class.

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

- ***ECRP 2: Draft Outline (10 points)***
  Students will complete an initial outline for ECRP 5. To complete this outline, students will organize their introduction topics using a "funnel down" approach (broad introduction and significance of the topic, summary of the literature, gaps/research problem, research question(s)), and methods (e.g., setting and participants, design, procedures [including intervention if applicable], measure(s), and data analysis). 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 (10 points)***
  Students will identify the date the class will discuss the research topic of their ECRP. **Students will identify at least two peer-reviewed articles from their literature review that are particularly important considering their research interests. These will be inserted as part of our required reading. Students will post their readings on our Blackboard site at least two weeks before the date of their seminar.** Students will lead a discussion surrounding their topic of interest and selected readings. The discussion should include an introduction/significance of topic, patterns in the literature, gaps in the literature, potential research questions and potential components found within methods [research design, participants and setting(s) which they have interest, measures and/or data sources, and analysis]. **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. Students will submit the

articles on the class discussion board and will share their presentation in class during the class session they signed up for.

- ***ECRP 4: Annotated Outline (10 points)***
  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, patterns and gaps they identify, specific research questions, and details within the method section (e.g., participants, setting, design, procedures, measures, analysis). Students will include at least 10 research articles, and they can overlap with previously identified articles. Students will submit ECRP to Blackboard.

- ***ECRP 5: Early Childhood Research Project Paper (15 points)***
  Students will use their outline to write ECRP 5. ECRP 5 will include a thorough introduction to the topic, summary of the literature (e.g., patterns across the research you reviewed, similarities across the research you reviewed), and building of the rationale for the topic (gaps in the literature/research problem). In addition, students will identify a potential research question or questions within their paper that they could potentially answer in the future. The paper should also include a thorough method section. The method section should include setting and participants, design, procedures (including intervention if applicable), measure(s), and data analysis. This should be a product that students could use as the introduction and method within a potential manuscript. Students will submit ECRP 5 to Blackboard.

Group OR Individual Practitioner Outline (10 points)
Students will work in small groups with peers who have similar interests OR individually to prepare an outline for a manuscript to be submitted to a practitioner journal (e.g., *Young Exceptional Children*, *Teaching Exceptional Children*). Groups will search early childhood practitioner journals for articles related to their topic to identify gaps in the literature and refine their topic. Groups will develop an outline that would align with a submission to a practitioner journal. Outlines should include sections for scenarios, an introduction, specific references, and a step-by-step guide on how to implement the topic the group is writing about. Students will submit their outline to Blackboard. Note: if any groups would like to extend this assignment by collaboratively drafting and writing a practitioner article to submit for publication, Dr. Coogle would be happy to discuss and support you with this.

Early Childhood Scholar Interview (10 points)
Students will consider their interests and will identify two early childhood and/or early childhood special education scholars outside of George Mason University with whom they have similar interests. Students will develop at least five interview questions related to their field of study (e.g., their research focus, implications for future research and practice). Students should record responses and prepare to share the responses, similarities, differences, and implications in class. Students will submit their notes to Blackboard, and will provide a summary via class discussion.

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 complements 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 <u>and</u> 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 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. 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 **8/24**	Introduction to Course and Early Childhood Education and Early Childhood Special Education Research: Rationale, Data, and Practice Introduction to Big Picture Assignment Seminar Sign up Big Picture Application	Syllabus Begin to Review Peer-Reviewed Literature Regarding Topics of Interest (TOI)
2 **8/31**	Big Picture Presentations Individual Research Interests Discussion Developing an Introduction Literature Review Funnel into Problem Statement	**Due to Bb (8/31) – Big Picture and Big Picture Presentation** TOI Reading
3 **9/7**	Choice Assignment Discussion Databases and Keywords Synthesizing the Literature Review Examples ECRP 1 Application Group Workshops	TOI Reading

Date	Class Topics and Activities	Assignments & Readings Due
4 **9/14**	ECRP 1 Presentations Research Methods Literature search strategies (810 students share from guest presentation) Group Practitioner Outline Workshops	**Due to Bb (9/14) – ECRP 1: Literature Review and ECRP 1 Presentation** TOI Reading
5 **9/21**	*No Class Meeting: Independent Work on ECRP 2 and Research Seminar Preparation*	
6 **9/28**	Research Methods Continued ECRP 2 Peer Review	**ECRP 2 Draft Due** TOI Reading
7 **10/5**	Disseminating Research: Publication, Presentation, and Policy Research Seminar on Individual Research Interests (Dr. Christan Coogle) Group Practitioner Outline Workshops	**Due to Bb (10/5) – ECRP 2: Draft Outline** **Research Seminar Preparation** Readings to be Announced
8 **10/12**	*No Class Meeting: Fall Break Monday Classes Meet on Tuesday*	
9 **10/19**	Research Seminar on Individual Research Interests (Dr. Daniel Ferguson) Group Practitioner Outline Workshops	**Research Seminar Preparation** Readings to be Announced
10 **10/26**	Research Seminar on Individual Research Interests (Dr. Colleen Vesely) Group Practitioner Outline Workshops	**Due to Bb (10/26) - ECRP 4: Annotated Outline** **Research Seminar Preparation** Readings to be Announced
11 **11/2**	Research Seminar on Individual Research Interests (student) Group Practitioner Outline Workshops	**Research Seminar Preparation** Readings to be Announced

Date	Class Topics and Activities	Assignments & Readings Due
12 **11/9**	Research Seminar on Individual Research Interests (student) ECRP 5 Peer Review Group Practitioner Outline Workshops	**ECRP 5 Draft 1 Due** **Research Seminar Preparation** Readings to be Announced
13 **11/16**	Research Seminar on Individual Research Interests (student) ECRP 5 Peer Review Group Practitioner Outline Workshops	**ECRP 5 Draft 2 Due** **Research Seminar Preparation** Readings to be Announced
14 **11/23**	Research Seminar on Individual Research Interests (student) ECRP 5 Peer Review Group Practitioner Outline Workshops	**Due to Bb (11/23) - ECRP 5: Early Childhood Research Project Paper** **Research Seminar Preparation** Readings to be Announced
15 **11/30**	Research Seminar on Individual Research Interests (student) Closing Discussion: Defining a Line of Research Developing Long Term and Short-term Career Goals in Early Childhood Education and Early Childhood Special Education Leadership Positions	**Due to Bb (11/30) – Early Childhood Scholar Interviews** **Due to Bb (11/30) – Group or Individual Practitioner Outline**

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 http://ds.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/VIA 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: http://cehd.gmu.edu.