



Promoting Learning Development Across the Lifespan

Research in Secondary Education –
EDUC 597 A06
2 Credits
Summer 2023**Monday and Wednesday:** 7:20 p.m. - 10:00 p.m.
Class Location: Fairfax Campus, Thompson Hall L028; zoom**Instructor:** Dr. Meghan Mascelli**Office Hours:** By appointment in person or via Zoom <https://gmu.zoom.us/j/94620576547>**Office Location:** SEED Program office Thompson Hall 1800; Fairfax campus**Email:** mmascelli@gmu.edu**Office Phone:** 703 993 3696**Mobile Phone:** 703-945-2161**Synchronous Class Zoom Link:** <https://gmu.zoom.us/j/94620576547>

Course Description

SEED 675: Research in Secondary Education. 3 credits. 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. Notes: All students enrolled in this course must be working daily in or have access to a 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. **PLEASE NOTE:** The course is SEED 675 but with the 2+1 credit conversion SEED is using the temporary course number of EDUC 597. *The combination of 2-credit (this course) and 1-credit course (future semester) to reach the required 3-credit total.* **Recommended Prerequisite:** SEED 540, SEED 522

Recommended Corequisite: For students seeking English licensure: SEED 669 and EDRD 619 For students seeking math licensure: SEED 672 and EDRD 619 For students seeking science licensure: SEED 673 and EDRD 619 For students seeking history/social studies licensure: SEED 667 and EDRD 619 For students seeking computer science licensure: SEED 676 and EDRD 619
Registration Restrictions: Required Prerequisites: (SEED 569^B, 569^{XS}, 572^B, 572^{XS}, 573^B, 573^{XS}, 567^B, 567^{XS}, 566^B or 566^{XS}).

^B Requires minimum grade of B. ^{XS} Requires minimum grade of XS.

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, it provides an opportunity for your personal and ongoing professional development.

Course Delivery Method

This course will be delivered via a hybrid model, **with face-to-face, asynchronous, synchronous sessions** format 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 **May 12, 2023**. All SEED classes have designated delivery modes and specific modes for each class session (e.g., face-to-face, virtual synchronous, virtual asynchronous). The majority of SEED classes are held in a face-to-face mode. **Students are expected to attend every class session in the mode that it is offered.** If you must miss a class session for illness or another valid reason, you are expected to proactively communicate (ahead of the class session) with your instructor about your expected absence. Material will be presented, and course objectives met in a variety of ways, including through class discussions, small and large group activities, individual and group work sessions, lecture, student presentations in a hybrid format. Visual aids and various uses of technology will be used to complement an interactive approach to learning. A few synchronous and asynchronous teaching methods will be employed during the semester. **As the teacher of this class, I am available for discussion and support during office hours, via phone and by e-mail.**

Let's keep in touch!!!

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 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 2 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. 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/Objectives

| Upon successful completion of this course, and the 1-credit accompaniment course, students will be expected to meet these course objectives: | Methods by which your acquisition of each objective are measured: |
|--|---|
| Demonstrate an understanding of the process and components used in teacher research by conducting and assessing a chosen scholarly inquiry project situated in their classroom and impact on students' learning | <ul style="list-style-type: none"> • Active participation and class discussions • Textbook Reading • Article Readings/Video assignments • Written Responses • Rough draft Research Project Components • Constructive Peer Group Work • Action Research Project |
| Prepare a research proposal which makes explicit links between theory and practice | <ul style="list-style-type: none"> • Written Responses • Rough draft Research Project Components • Constructive Peer Group Work • Action Research Project |
| Examine ethical considerations when conducting teacher research | <ul style="list-style-type: none"> • Active participation and class discussions • Textbook Reading • Article Readings/Video assignments • Written Responses |
| Conduct teacher research which includes research question(s), a research proposal, a review of related literature, methods/design, data collection/analysis, findings, and a discussion of impact on students, teachers, and the education field | <ul style="list-style-type: none"> • Active participation and class discussions • Textbook Reading • Article Readings/Video assignments • Written Responses • Rough draft Research Project Components • Constructive Peer Group Work • Action Research Project |
| Participate in critical and collaborative inquiries to gain multiple perspectives in interpreting research and for validation and peer review of research | <ul style="list-style-type: none"> • Active participation and class discussions • Written Responses • Constructive Peer Group Work |
| 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 | <ul style="list-style-type: none"> • Active participation and class discussions • Written Responses • Constructive Peer Group Work |
| Demonstrate skills in the application of technology and use of resources in teacher research | <ul style="list-style-type: none"> • Action Research Project |

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 Texts and Materials

Required Text

- Mertler, C. (2020). *Action research: Improving schools and empowering educators* (6th ed.). SAGE Publications.
- American Psychological Association (2020). *Publication manual* (7th ed.). American Psychological Association.
- **Teacher exemplar action research papers for each content area located on Blackboard in the course content folder.**

Required Materials:

White Project Poster Display Board: size 36" x 48" (for fall 2023 course)

Additional Optional Resources

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.

Mills, G. E. (2018). *Action research: A guide for the teacher researcher* (6th ed.). Pearson.

Noffke, S. E., & Somekh, B. (2009). *The SAGE handbook of educational action research*. SAGE Publications.

Qualitative Design and Analysis

Creamer, E.G. (2018). *An introduction to fully integrated mixed methods research*. Thousand Oaks, CA: SAGE Publishing

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The Sage handbook of qualitative research* (4th ed.). Thousand Oaks, CA: Sage.

Maxwell, J.A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). SAGE Publications.

Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Thousand Oaks, CA: Sage.

Saldaña, J. (2016). *The coding manual for qualitative researchers* (3rd ed.). Thousand Oaks, CA: Sage.

Stake, R. E. (2006). *Multiple case study analysis*. New York: Guilford Press.

Ravitch, S. M., & Carl, N. M. (2021). *Qualitative research: Bridging the conceptual, theoretical, and methodological*. SAGE Publications

Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage.

Course Performance Evaluation

- **Students are expected to submit all assignments in the appropriate Blackboard assignment or VIA online submission system. Assignments are due at 7:20 on the date indicated, unless otherwise indicated.**
- **Late work will not be accepted without a prior request.**
- **All submitted work must be typed unless otherwise indicated.**
- **See class protocol for additional information**

| Assignment | Points | Due Date |
|--|-------------|------------------------------|
| Active Participation/ Protocol Adherence | 100 | Ongoing |
| Written Response | 50 | May 22: #1 May 24: #2 |
| Research Article Critiques | 100 | June 5: #1 June 12: #2-#5 |
| Template | 50 | May 29 |
| Rough draft Introduction | 100 | May 31 |
| Rough draft References | 50 | June 14 |
| Rough draft Literature Review | 100 | June 19 |
| Constructive Peer Group Feedback | 100 | June 21 |
| Action Research Project Proposal | 300 | June 26 |
| CITI certificate | 50 | May 29 |
| TOTAL | 1000 | |

The 1000 points are converted to the 100-point grading scale below.

Graduate Grading Scale:

| Grade | Standards | Grading | Graduate Courses |
|-------|------------------------|----------|---|
| A | Meets Standard | 95 – 100 | Satisfactory / Passing |
| A- | Meets Standard | 90 – 94 | Satisfactory / Passing |
| B+ | Approaches Standard | 87 – 89 | Satisfactory / Passing |
| B | Approaches Standard | 83 – 86 | Satisfactory / Passing |
| B- | Does Not Meet Standard | 80 – 82 | <i>B- is not a passing course grade for licensure</i> |
| C | Does Not Meet Standard | 70 – 79 | <i>C is not a passing course grade for licensure</i> |
| F | Does Not Meet Standard | Below 70 | <i>F is not a passing course grade for licensure</i> |

- “A” level score = Student work is well-organized, exceptionally thorough, 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.

ASSIGNMENTS: CRITERIA FOR MEETING COURSE REQUIREMENTS

**Assignment 1
Active Participation/ Protocol Adherence**

DUE: Ongoing

POINTS: 100

PURPOSE: Continuous attendance, active participation, and adherence to protocol procedures are the attributes that allow our class sessions to be collaborative, maintain high standards, and encourage learning to take place. Students are expected to attend all class periods of courses for which they register. Class attendance and participation with the whole group, in constructive peer groups (CPG), and in 1-on-1 conferences are important - not only to the individual student, but to the class as whole. This course is designed to provide ongoing opportunities to learn through conversation. These conversations provide spaces for you to think out loud, to explore your conceptual understandings, to share uncertainties and successes, to ask questions, and to learn from each other. Like written assignments, class participation is both a central means of learning and an assessment tool. Your participation will be determined by your ACTIVE participation in class activities and discussions, your professional conduct in class, and clear evidence that you have completed course readings and tasks. Absences, tardiness, or early departures as de facto evidence of nonparticipation and as a result lower the grade.

PROCEDURE: Attendance is a prerequisite for class participation, **absences and tardiness will have a negative impact** on your participation grade. Attend each class session and actively participate in class discussions and activities without extraneous distractions and off-task activities (i.e., texting, reading email, etc...). This applies to in-person AND online classes. Active participation and protocol adherence is determined by the rubric below:

Rubric for Active Participation/ Protocol Adherence

| | Acceptable | Unacceptable |
|------------------------------------|--|---|
| ACTIVE PARTICIPATION /75 | <ul style="list-style-type: none"> -participates actively in each class discussions and activities (asks questions, engages in topics conversation, partakes in hands-on activities, etc...). -participation is respectful and inclusive of others in the class. -spends time only on the tasks associated with this course and the instructor's directions. -comes to class with knowledge of prepared readings and pre-class assignments - clear evidence of completion of course tasks -online classes: Student maintains video "on" status -follows GMU's policies on attendance and code of conduct as indicated in the University Catalog | <ul style="list-style-type: none"> -does not participate actively in each class discussions and activities -participation is not respectful and inclusive of others in the class. -does not spend time only on the tasks associated with this course and the instructor's directions. -did not come to class with knowledge of prepared readings and pre-class assignments - no evidence of completion of course tasks -online classes: Student maintains video "off" status -does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog -absent from ____ class session -tardy to ____ class sessions -departed ____ class sessions early |
| PROTOCOL POLICY /25 | <ul style="list-style-type: none"> -attention is focused on activities and discussion while in class: does not engage in personal emails, instant messaging, texting, social media, games, and web surfing, etc... -electronic devices are off or in sleep mode unless using the device for notetaking -demonstrates ethical and responsible behavior in class and on the GMU network. -emergency telephone calls are taken outside of the classroom. -professional conduct in class by participating appropriately in conversation by using appropriate terms, being inclusive and respectful to the instructor and fellow classmates. -uses professional and ethical judgment when posting messages on social media networks. (NOTE: DO NOT post pictures of children or classmates on <u>any</u> social media platform.) -follows GMU's policies on attendance and code of conduct as indicated in the University Catalog | <ul style="list-style-type: none"> -attention is NOT focused on activities and discussion while in class by activities such as: engages in personal emails, instant messaging, texting, social media, games, and web surfing. -does not demonstrate ethical and responsible behavior in class and on the GMU network. -does use mobile telephone to call or text -does not use professional and ethical judgment when posting messages on social media networks. -is not professional conduct in class by participating appropriately in conversation by using appropriate terms, being inclusive and respectful to the instructor and fellow classmates. -does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog |

**Assignment 2
Written Responses**

DUE:

| | |
|---------------------|--------|
| Written Response #1 | May 22 |
| Written Response #2 | May 24 |

POINTS: 50 (25 points per response)

PURPOSE: A research course is very different from other courses in the secondary education program because you are learning research techniques and implementing those techniques in a classroom setting. This course challenges you to think and engage with research. It is important to connect with the content you read to ensure you analyze the content in an appropriate manner. To accomplish this engagement, you will be required to complete written assignments throughout the course.

PROCEDURE: You will have two (2) written assignments throughout the semester. See the class schedule for specific assignments. Write each response on a Microsoft Word document and upload to the appropriate Blackboard assignment. Written responses grades are determined by the rubric below:

Rubric for EACH Written Response

| | Excellent | Adequate | Unacceptable |
|------------------------------|--|--|---|
| Written responses /15 | -provides detailed responses to the question(s) for the assigned reading in the word limit or -completes assignment associated with reading with detailed responses -response is submitted via Blackboard on a Microsoft Word document -assignment is uploaded by due date | -provides mostly detailed responses to the question(s) for the assigned reading -word limit is mostly followed or -completes assignment associated with reading | -does not complete the written response -response contains little detail or does not respond to the provided question(s) for the assigned reading in the word limit -response is not submitted via Blackboard on a Microsoft Word document -assignment is not uploaded by due date |
| Quality /10 | -Format and writing are of professional quality (double spaced, error free, well composed and articulated, overall quality work). | -Format and writing flow well and are easy to read with only minor typos and mistakes. | -Format and writing are incomplete, disorganized, unedited, and/or difficult to follow. |

**Assignment 3
CITI Certificate**

DUE: May 29

POINTS: 50

PURPOSE: The CITI course reviews the standards for ethical considerations in research. The purpose of taking the CITI course is to examine, assess, and account ethical considerations when conducting action research and implementing instructional decisions.

PROCEDURE: The time to complete the CITI certificate is about 2 hours. You will register for the CITI program through GMU. The CITI course is a protected site. You must register by creating your own username and password if you are a new learner. To begin follow the steps below.

1. Use this link to access the CITI course and to register: [Human Subjects Training - Office of Research Integrity and Assurance \(https://oria.gmu.edu/topics/human-subjects/training/\)](https://oria.gmu.edu/topics/human-subjects/training/)
2. Complete the BASIC COURSE to gain a better understanding of the history and procedures of research ethics.
3. Choose the course, "Group 1 Social & Behavioral Research" (if you see two course options).
4. There is a minimum cumulative passing score for each module (usually 80 percent). In the event this score is not achieved, you will be asked to repeat the module.
5. Download the record and submit through the assignment when you finish the modules.
6. Upload a screen shot, or PDF, of your completion certificate for the Citi Course.

Rubric for Citi certificate

| | Excellent | Adequate | Unacceptable |
|-----------------|---|--|---|
| Citi /50 | -completes Citi Certificate -uploads certificate to Blackboard by due date | -completes Citi Certificate -uploads certificate to Blackboard late with approved extension | -does not complete Citi Certificate -uploads certificate to Blackboard late without approved extension |

Assignment 4
Research Article Critique

DUE:

| | | | |
|----|--------|---------|---------|
| #1 | June 5 | #2 - #5 | June 12 |
|----|--------|---------|---------|

POINTS: 100 (20 points per critique)

PURPOSE: Academic research tells us what is happening or has happened in the field of education. This information informs our current and future research. We use this information to build upon what has come before and add to future knowledge. It is important that we comprehend the detailed, sometimes dense, research in a way that we can make intelligent decisions as we move forward with our own research.

PROCEDURE: You are required to incorporate a minimum of five (5) peer reviewed, academic based journal articles into the literature review section of your research project paper. Each article must be read and critiqued using the 'Research Article Critique' found on Blackboard and provided in class. See the class schedule for specific due dates. You may handwrite your response, scan, and upload to the appropriate Blackboard assignment. Or you may complete each response using the provided Microsoft Word template document on Blackboard which you will complete and upload to the appropriate Blackboard assignment.

Rubric for EACH Research Article Critique Assignments

| | Excellent | Adequate | Unacceptable |
|---------------------|---|---|---|
| Critique /20 | -completes all sections of Research Article Critique with detail --Article is appropriate for selected action research --critique is submitted via Blackboard on the Microsoft Word document template or scanned handwritten template | -completes most sections of Research Article Critique with detail --Article is mostly appropriate for selected action research | -does not complete assignment Research Article Critique -article is not appropriate for selected action research |

Assignment 5
Rough Draft Research Project Components

DUE:

| | | | |
|--------------|--------|-------------------|---------|
| Template | May 29 | References | June 14 |
| Introduction | May 31 | Literature Review | June 19 |

POINTS:

| | | | |
|--------------|-----|-------------------|-----|
| Template | 50 | References | 50 |
| Introduction | 100 | Literature Review | 100 |

PURPOSE: We have you complete various rough drafts of each section of your final project to confirm you carry out your research project in a thoughtful, paced, and monitored process to ensure you are conducting your research in a timely manner and in a way that safeguards the process for you and your participants. Merriam Webster's defines rough draft as "a first version of something (such as a document) that needs a lot of editing and rewriting". Each draft you submit is a first version of your final Action Research Project focused on the Setting, Introduction, and Literature Review sections of the Action Research Project. Please see "Research Project Details" located at the end of this syllabus and on Blackboard for specific descriptions of each section.

PROCEDURE:

1. You will create a **Template** for your Action Research Project. This template is provided to you on Blackboard. This template will be based on the "Research Project Details" located at the end of this syllabus and on Blackboard. The document will contain the five research project sections: the introduction, literature review, methodology, findings, discussion along with the title page, appendices, and references. This template will be added to each time you create a rough draft.
2. **Rough draft:** You will submit ONE Microsoft word document on Blackboard using the template you create. This ONE document will be added to each time you complete a component of the research project and uploaded to Blackboard. The below rubric is used **each time** one of the rough draft components is submitted to the instructor

Rubric for each rough draft component

| | Excellent | Adequate | Unacceptable |
|--|---|--|--|
| Rough draft submitted for completion to instructor Template /50 Introduction: /100 References: /50 Literature: /100 | -rough draft component was uploaded to Blackboard by due date/time -rough draft includes much detail for all items for the component as described in the "Research Project Outline" -Format and writing are of professional quality (double spaced, error free, well composed and articulated, overall quality work, organized) | -rough draft component was uploaded to Blackboard by due date/time -rough draft includes some detail for all items for the component as described in the "Research Project Outline" --format and writing flow well and are easy to read with only minor typos and mistakes. -somewhat professional -some unorganized areas -rough draft component is missing _____ as described in the "Research Project Outline" | --rough draft component was not uploaded to Blackboard by due date/time -rough draft lacks detail and is difficult to understand for the component as described in the "Research Project Outline" -format and writing are incomplete, disorganized, unedited, and/or difficult to follow. -not professional looking, sloppy -not organized |

Assignment 6 Constructive Peer Group Feedback

DUE: continuous to peer; upload to Blackboard June 21

POINTS: 100

PURPOSE: Constructive Peer Groups contribute to each other's learning by actively listening, exchanging ideas, and supporting each other's process.

PROCEDURE: You will be placed in **Constructive Peer Groups**. You will share your ONE Microsoft word document with your Constructive Peer Group for your peer to provide **feedback to you using** the "Constructive Peer Group Review of Research Project Form" (located on Blackboard). You will share your draft components of your paper with your peer and your peer will provide you feedback of those drafts on the form. This is a back-and-forth process of feedback between you and your peer. The form will be uploaded to Blackboard at the end of the semester with all the feedback commentary. This semester you will provide feedback on the introduction, literature review and general comments. You are uploading the form **YOU** completed for your peer. It is imperative that you provide detailed feedback as indicated in the instructions on the form. **Please note:** there is a steep penalty for not providing feedback within a week of receiving your peer's work.

Rubric for constructive peer group

| | | | |
|---|---|--|--|
| Constructive Peer Group Feedback /100 | <ul style="list-style-type: none"> -Embraces peer review process -Met with Constructive Peer Group face-to-face or virtual during assigned time -peer completes Constructive Peer Group Review of Research Project Form with detailed advice for each section and returns the form back to peer in a timely manner. -peer review is thoughtful, constructive, and complete. -glow/grow statements are used -provides peer feedback in a timely manner; more than 1 week past the share date | <ul style="list-style-type: none"> --peer completes Constructive Peer Group Review of Research Project Form with advice. -peer review does not provide detailed guidance for improvement, is not thoughtful or constructive, incomplete -somewhat uses glow/grow statements to support peer | <ul style="list-style-type: none"> -Does not meet with Constructive Peer Group face-to-face or virtually -Does not complete Constructive Peer Group Review form for peer - Constructive Peer Group Review of Research Project Form is not complete -does not provide peer feedback in a timely manner; more than 1 week past the share date -peer review is not thoughtful -feedback is very critical and not constructive. -does not use glow/grow statements to support peer -shows little concern for peers' learning/input/peer review |
|---|---|--|--|

Assignment 7 Action Research Project Proposal

DUE: June 26

POINTS: 300

PURPOSE: The purpose of this course is to link evidence of student learning to make informed instructional decisions. This assignment aims to engage students in producing the first two chapters of the action research project as a student works through the

process of implementation of a future action research project. The intention of the future action research is to engage students in interpreting evidence to improve their teaching practice.

PROCEDURE: You will design and conduct a teacher action research project in the future 1-credit accompaniment SEED course that is relevant to your present, or future, teaching position. Outlines, examples, descriptions, and rubrics of these projects will be provided. The project will entail that you collect and analyze data and share the results of your study with our class. With special permission from the instructor, 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. The final action research project contains 5 chapters (Introduction, Literature Review, Methodology, Results/Findings, and Discussion) with a title page, abstract, references, and appendices. You will complete the Title Page, Introduction, Literature Review, and References for this 2-credit course while keeping that future project in mind. **Please note that B- is not a passing grade for this assignment.**

Special note: Human Subjects in Research: Any research or action research that will be disseminated publicly must have prior approval of the GMU Research Development, Integrity, and Assurance (RDIA) office or the Institutional Review Board (IRB). Human Subjects Training must be completed prior to seeking RDIA/IRB approval. **Inquiry/action research that is used solely for the purpose of studying pedagogical aspects may be conducted without additional permission but cannot be disseminated.** Detailed information on what is involved in submitting a proposal to the RDIA/IRB: [Human Subjects - Office of Research Integrity and Assurance \(https://oria.gmu.edu/topics/human-subjects/\)](https://oria.gmu.edu/topics/human-subjects/)

Please note that projects or papers submitted for credit in another course cannot 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.

The below rubric is used to grade the final action research project in your future 1-credit research SEED course. The Title Page, Introduction, Literature Review, and References (with Appendices, Writing Styles, Mechanics, and General Notes) sections, highlighted in green below, are used to grade the above final assignment for the Action Research Project in this course. The total point, highlighted in green below, is multiplied by 12 to convert to a 300-point scale for this assignment in this syllabus.

| | BELOW EXPECTATIONS | APPROACHES EXPECTATIONS | MEETS EXPECTATIONS | EXCEEDS EXPECTATIONS |
|--|--|--|--|--|
| | 0-3.5 points / F | 3.5-4 points / C | 4-4.5 points / B | 4.5-5 points / A |
| Title Page and Abstract 1 page each 5 points | Abstract is so brief, incomplete, or off-topic that accurate assessment is impossible. Title page is missing | Includes only general statements about the study. Information on methods and procedures to be followed is sketchy or missing. Outside of required length. Title page includes few of the required information. | Includes an identifiable summary that addresses the purpose of the study. Mentions methods and procedures to be followed but not sharply focused. Title page includes most of the required information. | Project includes a concise summary that reports factually on the purpose of the study and the methods and procedures to be followed. Title page includes Research Project Title, author's Name, George Mason University, Course Number, instructor's name, Submission Date |
| | 0-6.9 points / F | 7-7.9 points / C | 8-8.9 points / B | 9-10 points / A |
| Introduction, Area of Focus, Rationale, and Research Questions 3-4 pages, 10 points | Section is so brief, incomplete, or off-topic that accurate assessment is impossible. Does not clearly explain the context or state study setting, operationally defines the study terms, the research purpose or questions. | Project includes minimal information on the context framework for the study. Does not offer a rationale for the study or does so only superficially. States study setting, operationally defines the study terms, the research question and purpose of the study but may be unclear or lack specificity. | Project includes an adequate context/theoretical framework for the study and a defensible rationale for its execution, though one or both may be weakly developed. Explicitly states study setting, operationally defines the study terms, the research question and purpose of the study. | Project includes a sound context/theoretical framework for the study and a compelling rationale for its execution. Clearly and explicitly states the study setting, operationally defines the study terms, research question, and purpose of the study. |
| | 0-10.5 points / F | 10.5-12 points / C | 12-13.5 points / B | 13.5-15 points / A |
| Literature Review 4-6 pages 15 points | Literature review is so brief, incomplete, or off-topic that accurate assessment is impossible. | Includes fewer than 4 peer-reviewed empirical research sources. Does not make a clear case for the project focus. Summarizes cited works sequentially, rather than synthesizing and organizing them thematically. Relies heavily on direct quotes. | Includes at least 4 peer-reviewed empirical research sources. Makes a reasonable case for the project focus. Organizes the literature by identifiable themes, although organization within themes may be unclear. Attempts to synthesize referenced sources. Uses few direct quotes. | Includes at least 5 peer-reviewed empirical research sources. Identifies gaps in the literature to which the study responds and makes a clear case for the project focus. Organizes the literature by clearly identifiable themes, proceeding from general to more specific within each theme. Effectively synthesizes referenced sources, using few, if any, direct quotes. |
| | 0-13.9 points / F | 14-15.9 points / C | 16-17.9 points / B | 18-20 points / A |
| Method 4-6 pages 20 points | Methods section is so brief, incomplete, or off-topic that accurate assessment is impossible. Does not clearly describe how the study was | Includes explanation of the study design, procedures followed, sampling methods, and analytical tools (including any statistical tests), given the stated purpose of the study; explanations, however, are not | Includes explanation of the study design, procedures followed, sampling methods, and analytical tools (including any statistical tests), given the stated purpose of the study. Discusses ethical | Includes explanation and justification of the appropriateness of the study design, procedures followed, sampling methods, data collection and analytical tools (including any statistical tests), given the stated purpose of the study. |

| | | | | |
|--|--|--|---|---|
| | conducted, what data sources were used, or how data were analyzed. | fully developed. Mentions ethical issues raised by the study but addresses them only superficially. | issues raised by the study and how they were addressed. | Discusses ethical issues raised by study and explains how they were addressed. |
| | 0-13.9 points / F | 14-15.9 points / C | 16-17.9 points / B | 18-20 points / A |
| Results/ Findings 8-12 pages 20 points | Results/findings section is so brief, incomplete, or off-topic that accurate assessment is impossible. Does not clearly explain what was discovered through analysis of the data. | Includes reporting and interpretation of narrative and/or numerical data with little apparent concern for accuracy and objectivity. Analytical tools are inappropriate to the methodology. Provides, at best, tenuous links between study outcomes, hypotheses (if stated), and the original research question(s). | Includes reporting and interpretation of narrative and/or numerical data accurately, objectively, and concisely. Analytical tools are mostly appropriate to the methodology. Does not highlight links between study outcomes, hypotheses (if stated), and the original research question; however, such links may be implied. | Includes reporting and interpretation of narrative and/or numerical data accurately, objectively, and concisely using analytical tools appropriate to the methodology. Highlights explicit links between study outcomes, hypotheses (if stated), and the original research question. |
| | 0-13.9 points / F | 14-15.9 points / C | 16-17.9 points / B | 18-20 points / A |
| Discussion, Reflection, Implications, Recommendations, Impact Presentation, and Action Plan 4-6 pages 20 points | Section is so brief, incomplete, or off-topic that accurate assessment is impossible. Does not meaningfully discuss the implications of the study or describe a plan for future application or action. | Addresses practical implications of study findings including how they will be shared with others. Does not consistently support assertions or interpretations using sound arguments consistent with study findings. Does not describe recommendations for future research or how results will be applied in practice. | Addresses theoretical/practical implications of study findings including how they will be shared with others. Supports assertions and interpretations using sound arguments consistent with study findings. Does not describe recommendations for future research or how results will be applied. | Includes evaluation of the study's strengths and weaknesses. Addresses theoretical/practical implications of study findings, including how they will be shared with others. Highlights threats to validity, reporting on how they were addressed. Supports assertions and interpretations using sound arguments consistent with study findings. Describes recommendations for future research and how results will be applied in practice. |
| | 0-6.9 points / F | 7-7.9 points / C | 8-8.9 points / B | 9-10 points / A |
| References, Appendices, Writing Styles, Mechanics, and General Notes 10 points | Paper is so brief, incomplete, or off-topic that accurate assessment is impossible. Paper is submitted past the due date | Paper falls short of accepted standards for master's level composition. Rough drafting errors and error patterns are widespread. Voice, verb tense, and writing style vary from section to section. Technical terms are used incorrectly and/or imprecisely, reflecting only a rudimentary understanding of the underlying concepts. Text is formulaic, relying heavily on paraphrases and "borrowed" materials not formally cited. Transitions are weak, contributing to an apparent lack of direction or cohesion. Paper does not adhere to formatting specifications provided in course text and materials. Writing mechanics, citations and references page do not follow APA style. | Paper is well written with few notable rough drafting errors. Voice, verb tense, and writing style are generally consistent with few exceptions that do not substantially diminish readability. Most technical terms are used correctly, reflecting adequate understanding of the underlying concepts. Text is original, but opinions and propositions are not consistently supported by logic and references to published research. Transitions do not connect sections seamlessly but do not substantially diminish readability. Paper does adhere to formatting specifications provided in course text and materials. Writing mechanics, citations and reference page mostly follow APA style. | Paper is well written with no notable rough drafting errors. Voice, verb tense, and writing style are consistent throughout. Technical terms are used precisely and accurately, reflecting a firm understanding of underlying concepts. Text is original; opinions and propositions are supported by strong logic and formal references to published research. Sections are linked with unifying transitions, giving the report a clear sense of direction and cohesion. Paper adheres to formatting specifications provided in course text and materials. Writing mechanics, citations and reference page follows APA 7 style. Paper is submitted by due date. |
| Total points ___ x 12= total for assignment | | | | |

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Class schedule

Note: The course schedule provides a tentative outline for the course. Faculty reserves the right to alter the schedule as necessary, with notification to students. All readings are posted to Blackboard (Bb). Other smaller tasks may be assigned in addition to what is noted.

| Class Date | Class Topic and Activities | Reading/Assignment Due All assignments are due by 7:20 on due date |
|--|--|---|
| Summer Session | | |
| Session 1 Monday May 22 In person 7:20-10:00 HORIZON 1008 | Introduction to course What is research? Concept Map Course goals: The syllabus Action Research Project introduced Defining Action Research Examining the Action Research Process Brief overview of quantitative and qualitative approaches Research ethics | READING DUE: In Mertler - Ch. 1: Introduction to Action Research WATCH VIDEO: Conversation with Dr. Craig Mertler about Action Research – YouTube https://www.youtube.com/watch?v=UChUJTAUiWU WRITTEN RESPONSE #1 DUE: Write a 250-word response to the Video and Reading. Questions to guide your response: What are your thoughts about action research? In what ways can action research intersect with your philosophy of teaching? How can action research impact your reflective teaching practices? What intervention do you want to use to improve student learning? What concerns do you have about action research? Upload to Blackboard in assignments. |
| Session 2 Wednesday May 24 In person 7:20-10:00 HORIZON 1008 | Sample topics reviewed: Mindfulness & VTS Creating an Action Research Topic of Study Developing an Action Research Question Contemplating an Intervention Creating a Template for the Action Research Paper Expectations of research proposal Constructive Peer Groups Assigned Literature Review Defined | READING DUE: In Mertler - Ch. 2: Overview of the Action Research Process WATCH VIDEO: Video Resources Online Resources (sagepub.com) https://edge.sagepub.com/mertler6e1/student-resources/chapter-1/video-resources READING DUE: Read two (2) exemplar action research papers from YOUR content area. Exemplar papers located on Blackboard WRITTEN RESPONSE #2 DUE: Write a 250-word reaction to the project examples. Questions to address in your reaction: What were the research questions of each study? What did the intervention of each study do to improve student learning? What do you think about the process of each study? In what ways did the studies reflect the teacher's philosophy of teaching? How did the process of action research impact the teacher's practice? How does the Mertler reading and video connect to the exemplar papers? Upload to Blackboard in assignments. BRING TO CLASS: Laptop |
| May 29 Memorial Day University closed No class | | ASSIGNMENTS DUE 1)CITI course Directions for completion of the CITI course are in the Blackboard assignment Upload completion certificate to Blackboard in assignments. 2)Create a word document template for your action research report following APA 7 format. The template must include –page numbers, title page, all placeholders for heading and subheading sections, and a footnote for pseudonyms. Upload to Blackboard in assignments. Hint: Template and APA example is located on Blackboard for use |
| Session 4 Wednesday May 31st In person 7:20-10:00 HORIZON 1008 | Library Presentation by Fenwick Education Librarian 8PM The Process of Researching a Topic Review of current literature Finalizing the research question Writing the introduction Defining the Setting | ROUGH DRAFT DUE: Introduction draft section due to Constructive Peer group for feedback ROUGH DRAFT DUE: Introduction draft section. Add to previously created template. Upload to Blackboard in assignments. READING DUE: <ul style="list-style-type: none"> In Mertler - Ch. 3: Planning for Action Research & Reviewing Related Literature BRING TO CLASS: <ul style="list-style-type: none"> Completed Choosing Your Action Research Project Topic Worksheet provided in previous class session A Laptop |
| Session 6 Monday June 5 Synchronous 7:20-10:00 ZOOM | Honing the Research Question Writing the Literature Review Writing the Action Research Paper Getting Organized Academic Language Usage | ASSIGNMENT DUE: #1 Research Article Critiques completed. Upload to Blackboard in assignments. |
| Session 7 Wednesday June 7 In person 7:20-10:00 HORIZON 1008 | Methodology and Research Design Qualitative Research Methods Explored Quantitative Research Methods Explored Mixed Methods Explored Data collection Creating triangulation | No assignments due – work on research article critiques |

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|---|--|--|
| Session 9 Monday June 12 Asynchronous 7:20-10:00 | individual conferences SIGN UP | ASSIGNMENT DUE: #2, #3, #4, and #5 Research Article Critiques completed. Upload to Blackboard in assignments. Bring to conference: Research question, thoughts on methodology, questions about process |
| Session 10 Wednesday June 14 Asynchronous 7:20-10:00 | Meet with Constructive Peer Group Email Screen Shot | ROUGH DRAFT DUE: Reference draft section. Add to previously created template. Upload to Blackboard in assignments (no peer review) |
| June 19th Monday Juneteenth University Closed- No class | | ROUGH DRAFT DUE: Literature review draft section due to Constructive Peer group for feedback ROUGH DRAFT DUE: Literature review section. Add to previously created template. Upload to Blackboard in assignments. |
| Session 12 Wednesday June 21 Synchronous 7:20-10:00 ZOOM | Final questions Summer session wrap up Expectations for fall | Constructive Peer Review Form for assigned sections Upload to Blackboard in assignments. Action Research Project Proposal Due MONDAY JUNE 26 |

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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/>.**

Expectations and Protocols

Below are class protocols which govern our time together, whether during in person or during online instruction.

Written Assignments:

- Written assignments are to be submitted on Blackboard by the due date at the start of class. Blackboard time stamps all submitted work.
- Written assignment rubrics indicate "format and writing are of professional quality". This refers to the assignment being an overall piece of quality work that is: grammatically correct with no errors; well composed and articulated; typed with 12-point font, double-spaced, and one-inch margins; contains appropriate diction and usage such as "students" instead of "kids"; appropriate usage of homonyms (i.e. there/their/they're); and is PROOFREAD. Work not proofread, or that has extensive grammatical errors, will not be graded and you will be advised to revise the assignment.
- All work should be your own and original. Copyright law is to be respected in all assignments. **Any item taken from another source (the internet, classroom teacher, or a curriculum guide) must be noted and cited.** Incorporating an idea or using another's material and not indicating the source is PLAGIARISM. GMU and I support strong academic integrity. Please note that: "Plagiarism encompasses the following:
 - 1) Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
 - 2) Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment." (from Mason Honor Code online at <https://catalog.gmu.edu/policies/honor-code-system/>)
 - 3) Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source using APA format.
 - 4) When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
 - 5) Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
 - 6) Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.
- **Assignments will not be accepted after the due date. Any assignment, except the final Unit Plan, may be RESUBMITTED for an improved grade WITH PRIOR PERMISSION. All re-written assignments MUST be submitted by _____ – without exception.**

Protocol and Expectations:

- Internet, mobile devices, and social media: While in class your attention should be focused on class related activities and discussion. The legitimate educational purpose of our class is to help prepare you for your professional career. This includes demonstrating courtesy and respect for your peers and myself by practicing and modeling the effective use of technology. Your attention in class is important for your learning. Your participation grade will be reduced accordingly for failing to follow these guidelines:

- Laptop Computers, Netbooks, Handheld Tablets Use
 - Engaging in personal emails, instant messaging, texting, social media, games, and web surfing are not appropriate during class time.
 - Unless you are using your device for notetaking, your laptops or other device should be off or in sleep mode until we are ready to use them.
 - Demonstrate ethical and responsible behavior during class and on the GMU network.
 - When in class, spend time only on the tasks associated with this course and the instructor's directions.
 - In general, use your laptops and other devices in class as you would expect your students to use theirs.
 - **Online synchronous classes: Students must maintain webcam "on" status**

SEED Program "Seeds"

As illustrated by the model above, the SEED program is guided by five "Seeds" or principles that students are expected to understand and learn to apply in their teaching and professional lives: Social Justice, Inquiry and Reflection, Advocacy Agency, Partnership and Collaboration, and Respect and Relationship. SEED students address each Seed in a developmental fashion, twice during their licensure program and once again during the master's teacher research capstone experience:



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- Each Seed is introduced and students demonstrate initial understandings and consider initial applications to teaching the Seeds (as determined by the program and course instructor) during one of the five pre-licensure courses (Foundations, Methods I, Human Development, Methods II, Content Literacy)
- All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications their teaching of the Seeds (in a manner they determine) during internship and internship seminar
- All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)

| Course | Seed/Definition | Key Assignment Description |
|---|--|---|
| Foundations of Secondary Education | Advocacy and Agency The SEED program educates teachers to develop a commitment to advocating for and developing agency in every young person. Teachers' advocacy activities begin with pedagogical interactions and extend into school and community contexts. Similarly, teachers' consideration of youths' agency begins with enabling them to act independently and make choices in their own best interests—in the classroom and beyond. | Teacher Candidate Digital Portfolio This digital portfolio is a website the teacher candidate creates to begin assembling products and artifacts that illustrate their emerging philosophy of teaching, experiences designing instructional materials, interviews and reflections from clinical experiences, and professional documents such as resumes and work experience. Pieces that teacher candidates add to the digital portfolio demonstrate their agency as educators inside and outside of classrooms, candidates' advocacy of critical issues relevant to secondary education, and candidates' thinking on how educators, their learners, policy makers, and community members all have different agency in making choices related to secondary education. |
| Methods I | Social Justice The SEED program educates teachers to develop a commitment to social justice. Such a commitment encompasses the belief that all members of our school, university, and broader communities can contribute to disrupting inequitable interactions, practices, and structures, with a focus on enhancing each individual's opportunity to learn and succeed. Social justice is also closely aligned with "equity," which involves the implementation of anti-oppressive and antiracist interactions, practices, and structures that ensure that every individual has an unbiased, impartial, responsive, and appropriately-scaffolded opportunity for academic and professional success. | Lesson Plan Using a provided format, the lesson plan must include objectives, standards, instructional plans, assessments, classroom layout(s), a teacher script, and all materials that would be given to students as part of the lesson. The lesson must demonstrate the teacher candidate's ability integrate justice concepts/content into their instruction. |
| Human Development and Learning | Relationships with and Respect for Youth The SEED program educates teachers to develop relationships with and respect for youths. When a school culture promotes respect, support for students' identities, senses of belonging, and tolerance, students are able to work as active participants in the classroom and the community. Secondary teachers who create a welcoming environment in their classrooms; who strive to know and honor students' backgrounds, preferences, and perspectives; who build relationships with young people based on trust and mutual understanding; and who connect curriculum to students' cultures hold key to effective instruction. Their instruction will contribute to developing unique individuals who will be able to connect their life experiences to learning. | Case Study/Student Application Project The case study/student application project is a summative assessment of the teacher candidate's ability to use psychological theory to analyze problems in a classroom and practice approaches a thoughtful, ethically principled teacher would use to solve problems. The case study/student applicant project must demonstrate the teacher candidate's understanding of how and why teachers can use psychological theories and principles to develop relationships with and demonstrate respect for youths, with an ultimate goal of enhancing adolescents' school and life success. |
| Methods II | Inquiry and Reflection The SEED program educates teachers who appreciate and know how to ask questions about their practices and who are critically reflective of their pedagogies, empowered by evidence. The ability to inquire and reflect on one's teaching practice is foundational to educators' ongoing and self-directed professional growth across their professional lifespans. Educators who can inquire into and consistently implement effective instructional practices--and who can critically reflect on and evaluate their pedagogies--will be the most responsive teachers and will best inspire students to learn. | Unit Plan/Lesson Implementation Teacher candidates will use the "backwards design" process to develop a plan for teaching a unit which actively involves students in meaningful learning; individualizes learning to accommodate the strengths and needs of students; and provides authentic assessments. Unit plans will include objectives, a calendar, and an outline of each day in the unit. One lesson of the unit must be taught/co-taught in the teacher candidate's clinical experience classroom, and the unit plan and lesson implementation must demonstrate the candidate's understanding of how and why teachers use inquiry and reflection to improve their pedagogical practices and enhance student learning. |
| | Collaboration and Partnership The SEED program educates teachers who value collaborative engagement in learning and teaching and supporting collaboration through different forms of partnership. Collaboration takes on many forms, including collaboration amongst teacher candidates and their peers, course instructors and faculty advisors, mentor teachers in schools, their students and their students' families and caregivers, and amongst experts in their fields of teaching. These collaborations occur through a shared | Disciplinary Literacy Inquiry Project Teacher candidates complete an inquiry into methods of supporting students' comprehension in their respective content areas. Using resources from class and peer-reviewed articles, candidates develop an understanding of how to guide and deepen students' comprehension, addressing questions including "Why is it important to be literate in our respective subject areas?". The inquiry project must demonstrate the |

| | | |
|--|---|---|
| Content Literacy | understanding of partnership. By spanning multiple boundaries, the SEED program supports partnerships with local schools and their divisions, with state and national professional associations, and with international experiences in other countries. | candidate's understanding of how why teachers collaborate with other education professionals, students, families and caregivers and others to support students' subject area comprehension and literacy learning. |
| Internship and Internship Seminar | All SEED Seeds: Applications to Teaching | |
| | All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds during internship and internship seminar. | |
| Teacher Research (for Master's students only) | All SEED Seeds: Applications to Teaching and Teaching Inquiries | |
| | All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions) | |

Action Research Project Details

This document is a compilation of information from the various work of Dr. Kristien Zenkov, Dr. Melissa Hauber, Dr. Lynda Herrera. Dr. Meg Mascelli - George Mason University

Reminders:

This project is part of your normal, everyday teacher practice to link evidence of student learning to make informed instructional decisions.

Your project must focus on **student engagement, efficacy, or achievement.**

Only 1 research question for this project

You cannot interview or record (video or sound) students.

Your data collection takes place using 1 class period over 6-8 class sessions.

You must have a reflective journal as one source of data collection.

Sections of the Action research Project

1. Title page
2. Abstract (125-150 words)
3. Introduction (3-4 pages)
 - a. Establishment of the context of the study using a personal story to connect the topic to the teacher-research.
 - b. Setting and demographics of community, school division, and school
 - c. Area of focus you are addressing.
 - d. Rationale: the reason for or purpose of your project
 - e. Action research question (only 1)
 - f. Hypothesis
4. Literature Review (4-6 pages)
 - a. Introduction
 - b. Establishment of 2 themes (categories) using the relevant research
 - c. Connection of relevant research to action research question
5. Methodology (4-6 pages)
 - a. Setting (description of the classroom)
 - b. Role of teacher-researcher
 - c. Action research question framed in relationship to methodology.
 - d. Materials used (surveys, lesson plans, documents, etc....referred to in appendix)
 - e. Detail scope and sequence of implementation
 - f. 3 data collection sources
 - g. Timeline of implementation of data collection (in table)
 - h. Triangulation of data collection sources explained.
 - i. Explain trustworthiness of data collection.
 - j. Ethical considerations
6. Findings (6-10 pages)
 - a. Overview of findings
 - b. Data analysis method explained.
 - c. Description of findings
 - d. 2 themes (patterns) explained.
7. Discussion (4-6 pages)

- a. Reflection: what findings mean to the teacher-researcher, how do the findings connect to the literature on the topic, and how do the findings connect to the action research question
 - b. Implications: what findings mean for teaching and learning
 - c. Limitations: what limits emerged due to the action research
 - d. Recommendations: how future instruction can be developed based on findings
 - e. Impact presentation of action research
 - f. Action Plan for teaching and learning based on findings.
8. References
 9. Appendices

Each section is explained in detail below.

Title Page

This section is one page.

Your paper will begin with a title page, numbered page 1.

The title should summarize your action research and should be limited to 12 words.

All items on the title page must be centered.

The title page must include the following, in this order:

- Action Research Project Title
- Your Name
- George Mason University
- Appropriate Course Number: Action Research in Secondary Education
- Instructor's name
- Submission Date

Abstract

This section is one page, 125-150 words.

The abstract begins on page number 2.

Center the word 'Abstract' and continue typing on the very next double-spaced line.

Type the abstract as a single paragraph in block format (i.e., no paragraph indentations)

Type all numbers, except those that begin a sentence, as digits.

The abstract is a succinct description of the problem which the action research addresses, and the method used in the action research.

An abstract writing strategy: take 1-2 sentences from each section of your final project (introduction, literature review, methodology, findings, and discussion) to craft the abstract.

Questions to help guide you:

- What was the topic of your action research?
- How did you conduct your action research (3 data collection sources)?
- What were your overall findings?
- What the significance of your action research?

Introduction

The introduction begins on page 3.

This section should be approximately 3-4 pages in length.

Center the word 'Introduction' and continue typing on the very next double-spaced line.

It is recommended that you have subheadings within this section to assist with organization: Introduction, Setting, Teacher-Researcher: Area of Focus, Rationale, Action Research.

USE the "Writing the Introduction" handout for additional guidance.

Establish the context of the action research: A helpful tactic is to begin this section with a story that you experienced that highlights the classroom issue/problem/ topic of the action research you are attempting to address. This will pull the reader into your paper.

The purpose is to set the stage for the action research and provide an overview of the action research project.

This section of the action research report tells the reader what you did in the action research. (The purpose of this action research was.....).

Setting: Briefly describe the setting this your action research occurred: begin with the community, then the school district, and lastly the school (how many students, location, anything special about the school in terms of sports, clubs, community building, etc..). You may use graphics, charts, etc....to visually share demographic information.

Note: Demographic information in your introduction should focus on your school, while demographic information in your methods section should focus specifically on the students you worked with in your action research.

*Important: Be sure to add a **footnote** regarding pseudonyms at the first mention of a community, district, school, or person's name: "All names in this paper are pseudonyms".*

Teacher Researcher: Explain **your role** in the classroom. Use the term "teacher- researcher" – this is YOU (your length of tenure in education and at the school, your philosophy of education, your teaching style, etc....). Include your role in the classroom as the action researcher.

Describe your mentor, if applicable (length of tenure in education and at the school, philosophy of education, teaching style, your role in their classroom, etc.....)

Area of Focus:

- You should describe the context of your action research (what are you examining in this paper?)
- Define any of your terms (known as operationally defining your terms) such as cooperative learning groups, primary sources, or concept. mapping **and how** you will use these terms in your action research.
- Address why this action research is important to you, your teaching, and the larger teaching community.

Rationale:

- You should focus on the purpose of your action research.
- What problem/issue you are addressing.
- Why these concerns are important to you.
- What your action research might help you learn.

Action Research:

- State your action research question [ONLY ONE!!!]
- Explain any hypothesis you might have (what do you think will be the results of this action research?)
- Explain how you formulated your hypothesis.
- Briefly explain HOW you will examine this action research question.
- Briefly explain what intervention you will use (you can revisit this once you have a better idea of your methodology)

Literature Review

This section should be approximately 4-6 pages in length.

Do not purposely start a new page for this section.

Center the words 'Literature Review' and continue typing on the very next double-spaced line.

It is recommended that you have subheadings within this section to assist with organization: **Introduction, subheadings/categories (create two subheadings/categories and provide a label for each), conclusion.**

Use the Graphic Organizer handouts for the "Literature Review" and "How to Write a Literature Review" for additional guidance.

You must have a **minimum of 5 references** in which you cite and synthesize in this section.

Your references must be from current peer-reviewed, academic, research-based journals from the past ten years.

You need to be familiar with previous investigations of your topic and discuss how these investigations informed your design to properly address your action research question. The review of the literature should consist of a summary of relevant research related to the action research 's main topic.

The literature review forms a context in which the reader can view and understand your action research as it related to the current literature in the field of education. You summarize and analyze the literature in this section. The **emphasis is on synthesis and analysis** (Bloom, 1956, 1984).

This is the concrete foundation for your action research – without this section your action research would exist alone, in a black hole.

After you have read your references: ask yourself...what are the 2 things I learned from these sources that inform my thoughts about my question or my methodology? These two "things" become your 2 subheadings/categories.

Open your literature review with a "road map": tell us the 2 subheadings/categories topics you will address in the body of your review.

Use **direct quotes very sparingly**. Craft your literature review as a story of the research of your topic

At the end of the literature review, include a one-paragraph summary of the major discoveries in your review, connecting these to the focus of your action research question.

Transitions should connect one subheading with the next.

A good literature review answers the following questions:

- What are the 2 subheading categories, that emerged after you read the articles?
- What is missing in the literature ("There is a paucity of action research ...")?
- In what ways is your action research design based on other's action research?

Methodology

This section is 4-6 pages.

Do not purposely start a new page for this section.

Center the word 'Methodology' and continue typing on the very next double-spaced line.

It is recommended that you have subheading within this section to assist with organization: **Introduction, classroom setting, participants, intervention, data collection sources, ethical considerations, conclusion.**

This section includes a narrative explaining the action research design and the 3 data collection sources/procedure (method) by which you collected the data for your action research project.

Describe how you implemented your action research, including the type of action research approach you used (i.e., qualitative case study).

Remember: you are only implementing your action research in ONE class period over a 2–3-week period.

Begin by describing the challenge the students/class faces. **This is your problem you are trying to solve through your action research.** Repeat your action research question to remind the reader what you are looking to achieve through your action research.

Be sure to explain the materials you used in collecting your data and place those sample material in an appendix (student sample work, journaling prompts, surveys, lesson plans, etc....)

Each step should be **described in detail**, so the reader knows exactly how the action research was conducted...think very detailed lesson plan here. A reader should be able to replicate your action research, based on what you explain in this section. **BE EXACT – PROVIDE DETAILS!**

Classroom setting: begin by describing your immediate setting - your classroom. Describe the physical room. How is the room organized? How does the room highlight the content taught? Describe the lighting, space, and location in the school.

Participants: Describe the students in your classroom. You may incorporate a chart to highlight the demographics of your class.

Highlight 2 students in the classroom as examples of students you want to improve with engagement or academic achievement your intervention.

- Why did you choose these individuals?
- Who are they in terms of gender, ethnicity, age, grade level, language/culture, and educational achievement?
- How many years in the district, family life, academic ability, standardized data collected, peer relations, personality, physical description, etc....?
- What are their current levels of engagement or academic achievement?
- What do you hope to accomplish with each student through your action research?

The Intervention: Begin by again explaining the problem you are attempting to address (what do you want to improve).

Describe, in detail, your intervention Your intervention is what you are doing to fix what you think is the problem.

(How did you implement Mindfulness? How did you use VTS? How did you implement icebreakers to create engagement? How did you implement literature circles? How did you implement graphic organizers?)

- How many sessions and/or total time did it take to implement the intervention?

Describe the length of the intervention. You must describe how you are logistically incorporating the intervention into your classroom setting. If you are trying a different instructional method, describe it thoroughly and explain how the students will be instructed. If you are implementing a new program, describe what the program does and step by step how you implemented the program.

Data Collection Sources: You must have **3 methods of data collection** to ensure triangulation. Describe, in detail, your three methods of data collection (reflective journal, student check-ins, surveys, assessments, teacher interviews, tally sheets, observations, student records, written responses, etc....). You can include a triangulation matrix to assist with this section. **ONE data collection source MUST BE a teacher reflective journal. You cannot conduct student interviews. You cannot record, either audio or visual, students.**

Reflective journal - you must use a reflective journal as one method of data collection

Describe your data collection. You must be specific:

- Where do you conduct the teacher interviews?
- Where and how do you take the notes?
- What are the questions you will ask (be sure to place these in an appendix)?
- How will you observe the students? What do the tally sheets look like (these should be in an appendix)?
- How will these be teacher interviews conducted?
- How will you examine student records?
- What kind of records? Which tests? Student work?
- Are there other documents you will use?
- How will you triangulate the data?
- What measures did you take to assure the trustworthiness of your action research?

Be sure to include a table and timeline of your methods:

- What did you collect and when?
- How does the data relate to your action research question?

Ethical Considerations: **Address ethical issues raised by action research and explain how you addressed ethical issues – it helps to think about your CITI training course here and share in this section that you took the training course and received your CITI certificate.**

DETAILS, DETAILS, AND MORE DETAILS are the key to this section!!!!

Findings

This section is 6-10 pages.

Do not purposely start a new page for this section.

Center the word 'Results' and continue typing on the very next double-spaced line.

It is recommended that you have subheading within this section to assist with organization: **Analysis of data collection, overview of findings, themes (create two themes and provide a label for each), conclusions.**

In this section, indicate what you discovered or found because of your data gathering.

Focus on findings that answer your action research question or shed light on your action research hypotheses.

This section focuses on the results of your project in which you take all the data you collected and describe it. You will provide rich descriptions of **how** you reviewed your data and **the themes** that emerged because of your findings.

Analysis of data collection: Begin by describing how you analyzed your results. What exactly did you do to code and create themes using your data?

- What was the process you went through to analyze your data?
- Nothing is too mundane here! You may literally write, "I sat at my kitchen table and..."
- How did you make sense of your data?
- Be sure to briefly repeat the 3 data collection methods you used to create triangulation.

Overview of findings: Explain the general overview of what you discovered as a result of implementing your intervention.

Themes: Then highlight the 2 main THEMES that emerged from the data.

After deciding on these themes (creating a subheading for each) you will give specific examples of the theme as demonstrated in your data collection.

For example:

Theme 1: Plants like water

Daisy: My data My evidence of this...I concluded that...based on.

Hosta: The hosta said, "...."

Tomatoes: In my reflective journal, I wrote in April 20 that....

Theme 2: The sun is not always a benefit.

Daisy: While discussing the sun with my mentor, she said, "...."

Hosta: My data demonstrated that Hosta are not sun tolerant. This was supported by...

Tomatoes: Mary wrote, "tomatoes make her want to learn more about...."

Use illustrative examples from your data to summarize and SHOW us your findings - these can include student samples.

YES...you can add charts/graphs/tables.

Feel free to use mini case studies to illustrate your findings, considering your action research outcomes through the lens of the experiences of the 2 students you previously highlighted.

Be sure to report on student achievement, efficacy, and engagement.

Note that you are **primarily reporting on data patterns in this section**; you will make sense of these results in your discussion section.

You do not want to discuss implications for your action research here – that is done in the next section.

Discussion

This section is 4-6 pages.

Do not purposely start a new page for this section.

Center the word 'Discussion' and continue typing on the very next double-spaced line.

It is recommended that you have subheading within this section to assist with organization: **Reflection, Implications, Limitations, Recommendations, Impact Presentation, and Action Plan**

This section includes what conclusions you draw from the action research, the implications for current action research findings, the limitations of the action research, the recommendations for further action research in the action research area, how you will present this data in an impact presentation, and an action plan for your classroom.

Reflection:

- Begin with what the findings mean to the teacher-researcher, how do the findings connect to the literature on the topic, and how do the findings connect to the action research question.
- You should also include what you THINK! What you thought of the process, what you learned from the action research, and what you learned from the process.
- Remember that the goal is to share what you learned about your teaching for yourself first; our goal is not NECESSARILY to extract findings that will be generalizable across EVERY teaching setting.
- Interpret your data in as much detail as possible, describing whether, and in what ways, your findings corroborated your expectations.
- This section should explain any inconsistencies between your action research findings and literature review.
- How did your data answer your action research questions?
- What do my results mean?
- What do I think about my action research? About my student?

Implications:

- What do the findings mean for teaching and learning?
- Future action research possibilities should be identified, and generalizability of conclusions discussed.
- Be careful: Do not use the word 'prove'...your action research is too limited to imply that it can prove your hypothesis or be applied to a larger population.

Limitations:

- Describe the limitations of your action research. Reflect on weaknesses to the action research.
- What limitations emerged because you implemented your action research?
- Was your intervention flawed? In what ways?
- Did you do something as a researcher that impacted the action research negatively?
- Were there extenuating circumstances?
-

Recommendations:

- Focus on what's truly interesting in your data/findings, even if you have limited information to support this.
- How will future instruction be developed based on findings?
- Make some bold recommendations for how we might serve students better.
- Be sure to describe all of this information – the teacher's research process, your data, your findings.
- What does it mean to you as a professional and a person.

Impact presentation:

- Describe how you will share the findings of your paper at the SEED poster presentation with your peers.

Action Plan:

- How might you incorporate the teacher action research process into your future professional life?
- How might you change **your** teaching practice based on your findings?

References

Start on a new page.

Center the word 'References' at the top.

Double-space all reference entries.

The reference list is an alphabetical list (by author's last name) of all the sources cited in the text.

Do not indent the first line of each entry; indent all proceeding lines of the entry only.

See examples or the Publication Manual of the American Psychological Association for specific formats.

Include a complete list of references **in APA format**.

Appendices

Start on a new page.

Center the word 'Appendix' at the top of each new Appendix.

Be sure to add a letter to each new Appendix (Appendix A, Appendix B, etc....).

Each appendix should begin on a new page.

Ensure each Appendix in this section is referenced in the body of the paper.

This section is where all relevant materials, including any questionnaires, inventories, assessments, graphs, charts, interview questions, sample student work, behavioral chart, etc. are appended.

Include at least one example of each tool you use (graphic organizers, VTS visuals, etc....): it's ideal to include one blank version and one version completed by one of your action research participants.

Please refer to the examples or the Publication Manual of the American Psychological Association for further information on this section.

This should be where the things that do not fit in the text go.

If something interrupts the flow of the paper, it should be placed here.

Checklist

The appearance of your paper and the arrangement of its parts are important to the final presentation.

Consider the following questions for each section to help ensure that you meet the above criteria.

Writing Styles, Mechanics, and General Notes

- Did you follow the APA style for the report for a page numbering, references, citations, and the appendix?
- Is the original manuscript typed or printed on 8.5 x 11-inch white paper?
- Is the entire manuscript double-spaced?
- Is the manuscript neatly prepared and clean?
- Have you used a 12 font for type style?
- Are the margins at least 1 inch?
- Is the title page, abstract, references, tables, etc. on separate pages?
- Are the pages ordered in the stated sequence?
- Are all pages numbered in sequence, starting with the title page?
- Is each paragraph longer than a single sentence but not longer than one manuscript page?
- **Are ALL names' pseudonyms?** Pseudonyms are only to be used (for the district, the school, the teachers, the participant(s), and any other name). The very first time you use a name (whether in the abstract, introduction or method section) place a footnote. In the footnote write "All names in this paper are pseudonyms". You do not need to write such a disclaimer for any later mentioned names.
- Did you spell out acronyms when you note them the first time. e.g., English Language Learners (ELL)?
- Does the paper include a title page with the required information?
- Is the paper coherent, concise, and well-structured with a clear purpose?
- Is the paper grammatically correct with proper usage of language?
- Does the paper have your distinctive focus and voice? Have you used professional language (i.e., no jargon) but written in an accessible style and presentation?
- In addition, follow these general guidelines:
 - **Write in the past tense as much as it makes sense to do so.**
 - Be sure to make a personal and professional connection to your topic and project.
 - Feel free to revise your questions based on your data to make these questions more focused.
 - **Grading Scale for Action Research Project:** *Please note that B- is not a passing grade.*
 - **This report strictly adheres to GMU's integrity policy.**