

George Mason University
College of Education and Human Development Special Education
EDSE 590: Special Education Research
Summer 2011

Section #: A01
Time: 7:00 – 10:05 Tuesdays and Thursdays
9:00 – 12:05 Saturdays (June 4, June 11, June 18)
Location: Innovation 319 (Tuesdays and Thursdays)
Innovation 320 (Saturdays)
Instructor: Sheri Berkeley, Ph.D.
Email: sberkele@gmu.edu (best contact)
Phone: 703-993-3670
Office Hours: By appointment (Krug Hall 110A)

Classmate Contact Information

Name:	Email:	Phone:
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Name:	Email:	Phone:
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Name:	Email:	Phone:

Course Description

Describes fundamental concepts and practices in educational research in special education. Specific applications of educational research methods to problems in special education will be covered. Emphasis is on reviewing and critiquing special education research, and applied classroom research for teachers.

Prerequisites

There are no *required* prerequisites for this course, but each Program in Special Education strongly *recommends a specific sequence*. Refer to your Program of Studies to determine where this course fits within your overall program. (Please, make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2387).

Student Outcomes

Upon completion of this course, students will be able to:

- Identify and understand different models of educational research suitable for different research purposes in special education
- Describe and discuss basic theories and methods of quantitative experimental and quasi-experimental research in special education
- Describe and discuss basic theories and methods of survey research in special education
- Describe and discuss basic theories and methods of single-subject research in special education
- Describe and discuss basic theories and methods of qualitative research in special education
- Describe and implement teacher applications of classroom research to address specific classroom problems.

Relationship of Courses to Program Goals and Professional Organizations

EDSE 590 is part of the George Mason University, Graduate School of Education, and Special Education Masters Degree Program. The program aligns with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization in the United States. As such the curriculum for the course includes competencies for teaching students with disabilities from preschool through grade 12. The CEC Standards are listed on the following web site: http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html

Required Texts and Other Readings

McMillan, J. (2011). *Educational Research: Fundamentals for the Consumer* (6th Edition). AB Longman: Boston.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Other readings relevant to special education applications assigned by instructor.

Required Access to Course Blackboard Site

Blackboard will be used to post important information for this course. Plan to access the Blackboard site several times per week; announcements and resources are posted on the Blackboard site in between class sessions. You are responsible for accessing the materials (for printed copies, etc.) prior to class. In addition, you will need to login to Blackboard to upload assignments and to access the final exam for the course.

Access Blackboard at <http://courses.gmu.edu> Click the "Login" tab (your login and password is the same as your George Mason e-mail login). Select EDSE 590 course.

Graduate School of Education Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/apolicies/#Anchor12> for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>. Click on responsible Use of Computing Policy at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to access the ODS.

Other Course Expectations

1. **Professional Behavior:** For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria*), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.

2. **Promptness:** All assignments must be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments. Assignments will not be accepted more than 3 days late.**
3. **Written Products:** All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (6th edition). All final products must be typed. Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned un-graded and/or assigned a lower evaluation.

**Writing Support for students is available through the GMU Writing Center

<http://writingcenter.gmu.edu>

4. **Signature Assignment:** For student evaluation, program evaluation, and accreditation purposes, students will be required to submit a signature assignment from each of their Special Education courses to Taskstream, an electronic portfolio system. In addition, students completing Midpoint and Final Portfolio courses will use Taskstream to create a full portfolio of their work based on assignments completed throughout their program. For this reason, students will need to retain electronic copies of all course products to document their progress through the GSE Special Education program. In addition to the signature assignment, products from this class can become part of your individual program portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards. (TaskStream will be offline in the Summer of 2011. You will be given directions for how to upload your Signature Assignments in future semesters).

ASSIGNMENTS

Regular Attendance & Participation

Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Three or more absences will result in no credit for this course.** As you all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.

Participation as described above is evidence of professional behavior, and as such, points will be deducted for missed class activities in the following manner:

- 1 missed activity = 1 point deduction (1% total)
- 2 missed activities = 4 point deduction (5% total)
- 3 missed activities = 5 point deduction (10% total and/or F for the course)

Human Subjects CITI Training Module Completion

GMU Mandatory Training for Persons Conducting Research Using Human Subjects is accessed at <http://www.citiprogram.org>. Seven learner modules in the Basic Course are required prior to conducting any research at Mason using human subjects. In addition, you are required to complete additional modules related to conducting research with school aged children and persons with disabilities. *This assignment will be evaluated as pass/fail.*

On-Line Posts

You will be required to post to the discussion board in blackboard on several occasions throughout the course. Specific guidance for the content of these posts will be provided by the instructor.

Points will be deducted for missed posts in the following manner:

- 1 missed post = 2 point deduction (2% total)
- 2 missed post = 3 point deduction (5% total)
- 3 missed post = 5 point deduction (10% total)

Research Application: Mini-Project

The research application mini-project is designed to provide experience in designing, implementing, and evaluating a research application project in special education. All activities for this assignment will be completed in research teams. Specific directions and a rubric for this assignment will be provided by the instructor.

Final Research Project: Research Review Paper

You will complete a traditional research review paper of a selected intervention area of your choice. **Your topic must be approved by the instructor.** You will need to collect a minimum of 10 original intervention research studies on a particular topic to include in your review paper. An electronic copy (posted to blackboard) **AND** a hard copy of the project should be submitted no later than 4:30 pm on the due date. This assignment is the signature assignment for the course. Specific directions will be provided by the instructor and this assignment will be evaluated using the following scoring rubric:

Scoring Rubric

Effective literature reviews contain the following:

- An introduction that establishes an important educational problem that needs to be addressed, a logical presentation of information that leads to the purpose statement of the paper (in this case a systematic literature review). Important concepts are defined in this section as well as any background information needed to support search procedures in the methodology.
- A method section that has clearly replicable procedures and demonstrates competency in the search techniques learned in class (search of educational data bases with key terms, ancestry and/or descendent searches, hand searches of relevant journals), and identifies clear and reasonable decision making criteria for individual studies included in the review (inclusion/exclusion criteria).
- A results section that provides an overview of the characteristics of the data set, is logically organized for the reader, demonstrates that search procedures described in the method section were consistently followed, and succinctly and sufficiently describes relevant information from each of the studies reviewed.
- A visual representation of the findings (i.e., a table) with accurate information helps the reader to understand more thoroughly the research reviewed. A discussion section that provides a thoughtful and analytical discussion of findings and is based firmly on studies

reviewed (not solely the authors opinion), and references implications for practice where appropriate.

- Overall student understanding of the purpose of each of these sections of a research paper, a professional writing style (has been thoroughly edited), and citations that are in APA format (with careful attention to ‘glaring’ errors).

Exemplary paper: Meets all of the criteria above.

Adequate paper: Good overall paper, lacking in one or two of the criteria for an exemplary paper.

Marginal paper: Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style, or review of relevant literature.

Inadequate paper: Paper with substantial problems in important areas such as writing, evaluation of research, overall thoughtfulness. Contains little or no information of value to special education practice.

Unacceptable/no paper: No paper turned in or paper was not approved for this assignment.

Exemplary Paper	Adequate Paper	Marginal Paper	Inadequate Paper	No Paper
40-36	35-32	31-28	<28	0

In addition, this signature assignment that you upload to TaskStream will be evaluated as evidence of sufficient progress in the program using the following CEC criteria:

Does Not Meet Expectations	Meets Expectation	Exceeds Expectations
Contains some useful information, but may have substantial problems with evaluation, writing style, or implementation of project or intervention, evaluation of results, overall thoughtfulness. Contains little or no information of value to special education practice. May describe a project of no value that was not approved for this assignment.	Good overall paper, lacking in two or three of the criteria for an exemplary paper (e.g., Appropriate topic, thorough and thoughtful review of previous research, appropriate and clearly described implementation procedures, careful measurement and evaluation of results, thorough and appropriate discussion of implications of findings. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.) Not entirely reflective	Appropriate topic, thorough and thoughtful review of previous research, appropriate and clearly described implementation procedures, careful measurement and evaluation of results, thorough and appropriate discussion of implications of findings. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

	or thoughtful, or minor writing style errors may be present	
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Final Research Project Presentation

You will present the findings of your final research project in a poster session format. In addition:

- Be prepared to explain clearly your search procedures and findings, and to answer questions about your project.
- Prepare visual materials use in your presentation – refer to the AERA Poster Session Guidelines document on Blackboard.
- Prepare a one-page summary hand-out for your audience and the instructor.

Specific directions for this assignment will be provided by the instructor.

Final Exam

There will be a final exam for the course over the lectures and readings throughout the course. The format of the exam will include multiple-choice and application items

GRADING

1. Regular Attendance & Participation	10 points
2. Online Posts	10 points
3. Research Application Mini-Project	10 points
4. CITI Training	10 points
5. Final Research Project: Research Review Paper	40 points
6. Final Research Project: Presentation	10 points
7. Final Exam	10 points
TOTAL	100 POINTS

Student Record of Course Grade

Students can calculate their points earned at any time in the semester in order to determine their grade-to-date. This is particularly important prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties.

Evaluation	Points Earned
1. Regular Attendance & Participation	/10
2. Online Posts	/10
3. Research Application Mini-Project (Group Presentation)	/10
4. CITI Training	/10
5. Final Research Project: Literature Review Paper	/40
6. Final Research Project: Presentation	/10
7. Final Exam	/10
Total Course Points Earned	/100

Grading Scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- F = <79%

CLASS TOPICS & DUE DATES

Date	Class Topic & Reading Assignments	Due Dates
5/24	<ul style="list-style-type: none"> • Course overview • The anatomy of a research article <ul style="list-style-type: none"> ○ Class Activity: Easy identification of the research article • Introduction to special education research • Writing an Introduction: Research Problems to Purpose Statements • Library database orientation <ul style="list-style-type: none"> ○ Class Activity: Search/write time 	Chapter 1
5/26	<ul style="list-style-type: none"> • Overview of Types of Research • Quality Indicators for Reviews of Research Literature <ul style="list-style-type: none"> ○ Writing a method Section ○ Identify search terms & procedures ○ 10 articles search/write time • Introduction to APA style 	Chapters 2 & 3 Assigned Reading TBA
5/31	<ul style="list-style-type: none"> • Peer-editing in Academia <ul style="list-style-type: none"> ○ Class Activity: Revising introduction • Experimental, Quasi-Experimental, & Single Subject Research Designs • Internal & External Validity 	Chapter 8 Online Post Due: Lit. review introduction
6/2	<ul style="list-style-type: none"> • Peer-editing <ul style="list-style-type: none"> ○ Class Activity: Revising Method Section • Participants, Subjects & Sampling <ul style="list-style-type: none"> ○ Class Activities (group work): (1) List all possible demographic and achievement data sources, (2) Lit. review coding • Introduction to Human Subjects Protection 	Chapter 4 Online Post Due: Method section <i>draft</i>
6/4 (Sat)	ONLINE CLASS: Ethics in Educational Research <ul style="list-style-type: none"> • CITI TRAINING 	
6/7	<ul style="list-style-type: none"> • Peer-editing <ul style="list-style-type: none"> ○ Class Activity: Editing References • Measurement & Procedures (Intervention, Training, Testing, Fidelity) <ul style="list-style-type: none"> ○ Class Activities (group work): (1) Lit. review coding • Class Project 	Chapters 5 & 6 DUE: CITI Training Certificate Online Post Due: References (of 10 research articles to be synthesized)

6/9	<ul style="list-style-type: none"> • Data analysis & interpreting results Part I: literature reviews <ul style="list-style-type: none"> ○ Class Activities: (1) Data analysis techniques for narrative literature reviews, (2) Writing a Lit. review results overview, (3) Writing techniques for discussions sessions • Class Project 	Online Post Due: Table
6/11 (Sat)	<ul style="list-style-type: none"> • Data analysis & interpreting results part II: quantitative research <ul style="list-style-type: none"> ○ Class Activities: (1) Revising Lit. Review Results Overview & Table, (2) Mini-project planning • Understanding Statistical Inferences • Class Project 	Chapters 9 Online Post Due: Lit. Review Results Overview
6/14	<ul style="list-style-type: none"> • Peer-editing <ul style="list-style-type: none"> ○ Class Activity: Revising Results and Discussion • Other Quantitative Research Designs 	Chapters 7 Online Post Due: Results and Discussion <i>Draft</i>
6/16	<ul style="list-style-type: none"> • Mixed Method & Qualitative Research Designs <ul style="list-style-type: none"> ○ Class Activity: Observation Techniques ○ Class Activity: Peer-editing 	Chapters 10 & 11 Online Post: Entire Final Paper <i>Draft</i>
6/18 (Sat)	<ul style="list-style-type: none"> • Mini-research Project Presentations 	DUE: Final Paper
6/21	<ul style="list-style-type: none"> • Final Paper Poster Presentations • Course Evaluations • Final Exam Review 	
6/23	<ul style="list-style-type: none"> • Final Exam 	

NOTE: This syllabus may change according to class needs.