

George Mason University
College of Education and Human Development
EDUC 805, Sec 001: 2 credits
Research and Scholarship in Education

Meeting Day/Time/Location: Tuesday 7:20 - 9:30 P.M., Lecture Hall, Room 2

Professor: Lynne Schrum

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Office location Robinson Hall 337

Office hours Before and after class and by appointment. To schedule an appointment, send an email to me (lschrum@gmu.edu)

Email address: lschrum@gmu.edu

Course Description:

EDUC 805: Research and Scholarship in Education. Provides an intellectual framework for research and scholarship in education, which includes the specific scholarship of CEHD faculty that represents the range of scholarly activities in the educational research community.

Objectives: As a result of this course, the students will:

- Understand a significant range of faculty research and scholarship.
- Develop initial skills appropriate to reading, reacting to, applying, and synthesizing educational research.
- Organize educational research themes around your particular area of research.
- Reflect and analyze the larger nature of educational research within university, national, and international structures.
- Describe and apply the nature of Community of Practice (CoPs) and CEHD as a CoP.

Readings:

- Selected readings related to educational research, Communities of Practice, and your own research interests.
- St. Clair, R. (2008). Educational research as a community of practice. In C. Kimble, P. Hildreth, & I. Bourdon (Eds.), *Communities of practice: Creating learning environments for educators* (pp. 21-38), Charlotte, NC: Information Publishing, Inc.
- Assigned weekly readings related to guest professors' planned presentations
Note: As much as possible, readings will be available on the Blackboard site for this class at least one week before the class meeting to which it pertains.
- **It is strongly recommended that you purchase the following style manual:**
American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Requirements:

- Read and apply background and framing materials related to educational research and Communities of Practice (CoP)

- Read assigned faculty material(s) and bio **before** each class.
- Create a journal that documents your understanding of the concepts of educational research, individual research foci, and CoPs as reflected in the readings, class discussions, and guest presentations, and other formats used in the course (**20%**).
- Three short topic papers (no more than three pages each!!!) described below (**20% each; total 60%**).
- Participate in classroom discussions and activities, as well as in blackboard interactions (**20%**)
- Attend all class sessions on time. If an emergency prevents you from attending class, please call or e-mail the instructor in advance.

Course Assignments

A. Reflective Journal (20%)

A mid-term (**October 15**) and final set of journal entries (**December 8**) will be submitted. The *mid-term* journal submission will be for feedback only; the *final* journal submission will be graded. Students should aim to have at least one-half page of reflections following each class meeting. Like a diary, the journal should reflect your growing understanding of the course material. For example, “The views of the elementary faculty on research in the schools show a strong desire to ... By contrast, tonight’s presentation on educational policy helps me see the role played by administrators and policy makers, which is to ... When I consider both perspectives, my current view on research in education now covers ... and ... I look forward to the presentation on international education to see how these ideas change. Incidentally, the comment by ... [student Y] really helped me see the role of communities of practice in counseling education...”

Students will be invited to share comments and insights from their journals throughout the semester. See *Guidelines for Reflective Thinking* at the end of the syllabus. **Please note: I will only accept this electronically.**

NOTE: Be sure to title your file (not the subject line of your email but the name you use to save your file) like this: lastname_journal_10.15 or lastname_journal_12.8

B. Three Targeted Papers (60%; 20% each)

Each student brings unique professional and life experience to this course. In these papers, you will synthesize insights from the course (captured in your journal, for example), from the readings assigned both by the instructor and the faculty, and **from other readings conducted independently by the student**. Note that all doctoral students are expected to begin pursuing information, resources, and empirical literature on their own! Each of these papers should be no more than three (3) pages in length (not counting references), double-spaced, and should follow APA style, as outlined in the *Publication Manual of the American Psychological Association* (2009, 6th edition). Many websites summarize the format. (The site from Purdue University is available here: <http://owl.english.purdue.edu/owl/resource/560/01/>)

NOTE: Be sure to title your file (not the subject line of your email but the name you use to save your file) like this: yourlastname_paper1_805

1. **Due: September 30, 5 pm electronically only.** Examine the list of American Educational Research Association (aera.net) Special Interest Groups (SIGs) at http://aera.net/SIGs/SigDirectory.aspx?menu_id=26&id=4714 . Identify 2-4 that may connect to your research interests; find their websites, statements of purpose, and individuals who are leaders of those SIGs. Contact at least one individual with questions about one SIG. Write a paper about what you learned, the potential of one or more SIGs being a community of practice for your interests, and what you have learned from this exploration.
2. **Due: October 28, 5 pm electronically only.** Explore your area of concentration. What are the major organizations, research [peer reviewed] journals (topics, methods used, rates of acceptance), conferences [nationally, internationally], and current areas of research? Read a few journal articles (and cite them appropriately!), read a conference paper if you can find one; in other words, you are in investigative mode and need to explore your future career.
3. **Due: December 2, 5 pm electronically only.** Your final paper is your opportunity to summarize what you have learned this semester, and what you think about what you have learned. Explore your conceptual understanding of the research from the GMU faculty presentations, e.g., research agendas; why they research; what they research; methodologies; connections/differences between research and what this means to you and your future. Where do you see yourself fitting into the larger academic world, in your chosen area? What questions do you have? How do you and your questions fit into the broader educational landscape; and who among the faculty may have possible connections between their research interests to your professional/research interests?

C. Participation, in class discussions, activities, Blackboard (20%)

Your participation grade is based on you being in class on time, prepared, and ready to work. Most weeks we will have guests and as you read their CVs and readings, you should create questions for them.

Grades: A percentage value for each assignment is listed next to that assignment; a grading rubric is at the end of this syllabus. Grades are:

A = 4.0; A- = 3.75; B+ = 3.50; B = 3.0; B- = 2.75; C = 2.0

Class Schedule

DATE	PRESENTER(S)	Topics:
September 1, 2009	Lynne Schrum	Introduction to Course, expectations, and each other
September 8, 2009	David Anderson Lynne Schrum	Education & Public Health Policy Technology in Education
September 15, 2009	Betty Sturtevant TBA	Literacy Research
September 22, 2009	Margo Mastropieri & Tom Scruggs Frederick Brigham	Special Education Eye Tracking

September 29, 2009 <u>Due 9/30: 1st paper</u>	Second Year Doctoral Student Panel Susan Bon -	Lessons and Advice Education Leadership
October 6, 2009	Bev Shaklee; Panel (ECE) Julie Kidd, Susan Burns, Ilham Nassar	International Education Early Childhood Education
October 13, 2009 <u>First Half Journal: Due Oct. 15</u>	Fall Break- No Class	
October 20, 2009	Joe Maxwell (ASTL) Rebecca Fox, Steve White	“What does it mean to be ‘scientific’ in educational research? ASTL: Teachers’ Professional Growth and Development
October 27, 2009 <u>2nd Paper: Due Oct 28</u>	Lynne – midterm check in	
November 3, 2009	Debbie Sprague, Scott Bauer, David Brazer	Getting published; How to begin reviewing proposals or articles
November 10	Kevin Clark Anastasia Kitsantas	Center for Technology Self-Regulated Learning: A Social Cognitive Perspective
November 17	A wide variety of presenters	Poster/Round table Fair
November 24	Doctoral Completers (or those close to it)	What I learned Panel Anita Bright; Bridget Thomas; Dawn Hathaway; Mona Assaf
December 1 <u>3rd Paper: Due Dec 2nd</u>	Nada Dabbagh Peggy King Sears	The Immersion Program: Learning Instructional Design by Doing Instructional Design Educators' Skills and Knowledge in Teaching Students with High-Incidence Disabilities
December 8 <u>Complete Journal: Due Dec. 8</u>	Wrap up final session	

The College of Education and Human Development expects all students to abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.
- Students must know and follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full Honor Code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

- Students with disabilities to seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/students/drc or call 703-003-2474 to access the DRC.

Reflective Thinking Guidelines

Reflective thinking is critical to meaningful learning; it can be either intentional (planned and systematic) or informal (unplanned, sporadic, occasional). *Intentional reflection* heightens one’s focus on problem posing, is visible, and can be made public for discussion, sharing, debate, and purposeful educative conversation. As professionals engage in more intentional reflective thinking, they contribute to the understanding and growing respect for the complexity of education.

Levels of Reflective Thought

- 1. Description: Describes** what is. Tells what or which.
- 2. Analysis, Application, Interpretation: Analyzes and interprets** “what is.” Tells how or why It concerns motives, reasons, and meaning-making to oneself. . This level of reflection connects back to Level 1, description.
- 3. Synthesis, Evaluation, and Reflection:** Coherently puts together ideas from the general to the particular; carefully examines the ideas; and considers seriously the influence of these ideas on oneself, one’s actions, and one’s beliefs. Tells what one might do differently, what one might need to think about and re-consider, and how this may or may not impact a person. Answers the question, “So what?”

Grading Rubric: EDUC 805 Research and Scholarship in Education

Grade/ Points	Class Activities/Group Work	Class Papers
A	Outstanding. Participates in and promotes conversation focused on the topic. Comments demonstrate a high level of understanding.	Exceeds Expectations: Journal & final paper demonstrate deep reflection, analysis and synthesis. Written work is error free.
A-	Above the average doctoral student; actively advances the intellectual level of the discussion.	Above average doctoral student: Journal & final paper demonstrate reflection, analysis and synthesis. Written material is primarily error free.
B+	Reliable participant in discussions; questions and comments reveal some thought and reflection.	Journal & final paper demonstrate some reflection, analysis and synthesis. Grammar or spelling errors on written materials do not distract the reader.
B	Doesn’t contribute often, but generally reveals some thought and reflection. Follows rather than leads group activities.	Journal & final paper demonstrate some reflection, analysis and synthesis but key points are missing. Analytic work is

B-	Few meaningful contributions to class discussions. Little evidence of participation.	generally sound but may have some gaps in logic. Grammar or spelling errors on written materials do not distract the reader. Although there is evidence of work, writing is generally not objective or complete; multiple key points are not covered or are misrepresented. Grammar or spelling errors on written materials distract the reader.
C	Weak or minimal participation; passive; often sidetracks group.	Multiple key points are not covered or are misrepresented and reflection, analysis, and synthesis are not evident. Written materials are unclear.
F	No constructive participation; destructive; demeaning toward other points of view.	Assignments are not done or are significantly incomplete.

Resources to assist you this semester:

Graduate Student Resources on the Web

<http://www-personal.umich.edu/~danhorn/graduate.html>

How to be a Good Graduate Student

<http://www.cs.indiana.edu/how.2b/how.2b.html>

About American Educational Research Association (AERA):

General information: www.aera.net

AERA Council members:

<http://aera.net/GovernancePub/sRoster.aspx?gc=COMMITTEE&g=COUNCIL10>

Graduate Student Council: <http://www.aera.net/Default.aspx?id=275>

Membership (\$35 per year for graduate students): <http://aera.net/membership.htm>

Wisdom and Advice:

<http://www.math.waikato.ac.nz/~seano/grad-school-advice.html>

How to Avoid Plagiarism:

<http://owl.english.purdue.edu/owl/resource/589/01/>

Help for learning to write a paper:

<http://www.bartleby.com/141/index.html>

Websites for Communities of Practice

<http://www.ewenger.com/theory/index.htm>

http://en.wikipedia.org/wiki/Etienne_Wenger

http://www.infed.org/biblio/communities_of_practice.htm

Books on Communities of Practice

Kimble, C., Hildreth, P., & Bourdon, I. (Eds.). (2008). *Communities of practice: Creating learning environments for educators*, Volume 1. Charlotte, NC: Information Age Publishing, Inc.

Wenger, E. (2008). *Communities of practice: Learning, meaning, and identity*. New York: Cambridge University Press.

Wenger, E., McDermott, R., & Snyder, W. (2002). *Cultivating communities of practice*. Boston, MA: Harvard Business School Press.