

GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
EDRS 590: EDUCATION RESEARCH
Section: 76501
Course Syllabus

1. **Instructor:** Craig Rowland
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2. **Course Description/Objectives:**

Helps candidates develop skills, insights, and understanding basic to performing research, with emphasis on interpretation and application of research results. The course critiques research and uses findings in educational settings.

The objectives for this course are as follows:

- To become literate of the concepts, assumptions, and terminology of the scientific approach.
- To discriminate among the various research methods.
- To become a critical consumer of the findings and products from educational research.
- To read and evaluate the various sections of research reports.
- To read and evaluate research reports as a whole.
- To analyze and interpret educational data.
- To utilize research-based factors that contribute to student achievement and to build a strategic school improvement plan.

This course meets applicable standards set forth by the Virginia Department of Education, Interstate School Leaders Licensure Consortium, and National Council for the Accreditation of Teacher Education (NCATE).

3. Class Scope and Sequence:

(Instructor reserves the right to modify the content to meet the needs of the class.)

Foundations of Educational Research (September 7 and 14)

Foundations Assessment (September 21)

Reading and Evaluating Introductory Sections (September 28)

Reading and Evaluating Subject Sections (September 28)

Reading and Evaluating Instrument Sections (October 5)

Reading and Evaluating Procedure Sections (October 12)

Reading and Evaluating Results Sections (October 19)

Reading and Evaluating Discussion Sections (October 19)

Group Analysis of Research Report (October 26)

Individual PowerPoint Presentations on Research Reports (November 2)

Individual PowerPoint Presentations on Research Reports (November 9)

Research Findings on School Level Factors (November 16)

Research Findings on Teacher Level Factors (November 23)

Research Findings on Student Level Factors (November 30)

Group Presentations on School Improvement Plans (December 7)

4. Course Requirements:

Text: Daniel R. Hittleman and Alan J. Simon, *Interpreting Educational Research-An Introduction for Consumers of Research*, Third Edition, (Merrill Prentice Hall)

Supplemental Material Includes: Robert J. Marzano, *What Works in Schools: Translating Research Into Action*, (ASCD).

5. Grading:

The following methods will be used to gauge level of content mastery: traditional test, attendance, in-class assignments, reflections, PowerPoint analysis of a research report, and school improvement plan.

100 = A+

99-95 = A

94-90 = A-

89-85 = B+

84-80 = B

79-75 = B-

74-70 = C

69 Below = F

Foundations Examination – 20 points

Participation – 20 points

In-Class Practice – 15 points

Power Point Analysis – 20 points

School Improvement Plan – 25 points

6. Class Procedures:

Excessive absences will take away from the participation grade and hamper the ability to successfully participate and complete in-class assignments and reflections. Also, much of the content for assignments, presentations, and quiz material is provided through class instruction. This information is not readily available outside of class. Assignments are expected to be completed and turned-in when due. Any variance from this must be approved in advance, and late work may be subject to a one-grade penalty. No work will be accepted later than one week after it is due.

While the instructor appreciates being informed of a potential class absence, the instructor's understanding of this absence does not excuse the student from class and may impact a student's grade – missing class is a choice of the student.

7. Accommodating Students with Special Needs:

This syllabus is subject to changed based on the needs of the class. The Americans with Disabilities (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangement can be made. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

8. GSE Syllabus 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 gse.gmu.edu for a listing of these dispositions.
- Students must 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 who 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.