

**EDCI 777 \*\*\* Research to Practice \*\*\***  
**FALL 2009**

*Alternating Saturdays., 9 a.m. – 3 p.m. Innovation Hall., Room 135*

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***Course prerequisites:*** Admission to Graduate School of Education in CIMM, CISL, or CIFL program. ***Completion of ALL other courses in these programs.*** *Possible exceptions:* Concurrent enrollment in EDRS 590 or elective or permission of instructor. This is the capstone course for the M.Ed. in Multilingual/Multicultural Education and, as such, represents the culminating experience in this graduate program.

**Course Schedule:** This course is offered each Spring and Fall Semester, but not in Summer.

### **Catalog Description**

This course provides a culminating experience that synthesizes and applies the essential elements of second language teaching and learning. Emphasizes the teacher as a change agent through critical inquiry into practice. Aims to promote collaboration between ESL or FL and grade-level teachers to advance the achievement of English and second language learners and language minority students.

*All students will obtain and use a GMU Email account with access to the Internet. GMU makes these accounts available and provides training at no cost to students.*

### **MASON ALERT**

*Register for the MASON ALERT system to be informed of emergency situations on campus by cell phone and email. Go to <http://alert.gmu.edu>*

*This course and all parts of this syllabus were designed by Dr. Lorraine Valdez Pierce.*

## Rationale

This capstone course aims to have program candidates synthesize, evaluate, and reflect on the essential elements of what they have learned in the M.Ed. program and apply these to their own teaching. If candidates are not currently in the classroom, they will be asked to collaborate with a teacher who is. A major focus of the course is the nurturing of teacher-leaders through critical inquiry into educational practices that have an impact on culturally and linguistically diverse students. This inquiry will have as its purpose to help **increase student learning and achievement** among English language learners, language minority students, and foreign language learners.

In the capstone course, candidates become part of a learning and research community by sharing with others what they have learned through applying research to practice. Teachers no longer work alone; schools have seen an increase in teacher teams working with student cohorts. ESL and FL teachers are often a part of a grade-level team and, as such, are responsible for informing general education teachers about how to help English language and foreign language learners participate in grade-level classes.

## Overview of Course

Essential elements of this course include: reflection on teaching; collaboration; Action Research through field work, problem solving and innovations in teaching; applications of technology; and development of presentation skills. Candidates will collaborate with peers to identify a research question in curriculum, instruction and assessment and design an Action Research Project that investigates the question. The Action Research Project and the presentation on the project will make use of technology to facilitate learning as well as professional development. Candidates are especially encouraged *to develop instructional and assessment models to be shared with other teachers, including general education, grade-level teachers* who are relatively unfamiliar with second language teaching approaches. Candidates will experiment with Action Research approaches that address a real-life need demonstrated by an actual group of teachers and/or students.

Course requirements consist of an **Action Research Project** and a **Presentation**. Each course requirement will be evaluated using a scoring rubric.

## Course Objectives

Candidates enrolled in this course will:

1. Learn how to work as change agents by collaborating with ESL, FL, and/or grade-level teachers to make improvements in the education of English and foreign language learners and language minority students;
2. Develop professional presentation skills using technology;
3. Identify a student learning need or challenge and pose a research question for addressing the need in a classroom setting;
4. Collect, analyze, and interpret data to address the need; and
5. Propose and apply innovative, research-based approaches to instruction aimed at meeting the need.

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### **GSE Syllabus Statement of Expectations/Behaviors/Attitudes**

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

1. Students are expected to exhibit professional **behavior and dispositions**. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.
2. Students must follow the guidelines of the University **Honor Code**. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.
3. 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.
4. 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. See [www.gmu.edu/student/drc](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.
5. **Cell Phones OFF:** Students are required to keep all cell phones turned off during class. In case of a campus-wide emergency, the instructor will be notified on her cell phone.

## Course Requirements

### 1. Action Research Project (ARP)\*

#### 1.A Research Q & Data Collection Proposal

30% On or before **Oct. 10**

#### 1. B Data Analysis

35% On or before **Dec. 15**

### 2. ARP Presentation

35% On **Dec. 5**

*\*Action Research Projects can be conducted in 2- or 3-member teams. I strongly recommend that Pre-Service teachers work with In-Service teachers in order to enhance their learning.*

## Textbooks

### Required

Sagor, R. (2005). *The action research guidebook: A four-step process for educators and school teams*. Thousand Oaks, CA: Corwin Press/Sage.

### Optional

Caro-Bruce, C., R. Flessner, M. Klehr, & K. Zeichner. (2007). *Creating equitable classrooms through action research*. Thousand Oaks, CA: Corwin Press/Sage.

Dana, N. F. & D. Yendol-Silva. (2003). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*. Thousand Oaks, CA: Corwin Press/Sage.

**BlackBoard:** Each student will access the course web site on Blackboard using his/her GMU email login name and password to access additional class info:

<http://gmu.blackboard.com/>

### Class Schedule

Prepare to discuss each week's readings before coming to class.

Session # & Date	Topics & Assigned Readings
1 Sept. 12	<p>Objectives of this course, textbooks, and requirements. What is Action Research? Why do Action Research? Selecting a research topic. Choosing the right research questions and assessment criteria. Group dynamics: Practical aspects of collaboration, member roles. Stages of Action Research Process. <b>SAMPLE ACTION RESEARCH PROJECT.</b></p> <p><b>Readings: Sagor, Chs. 1-2, 6</b></p>
	<p>Clarifying theoretical basis. Dependent &amp; independent variables. Drafting the research proposal. <b>DRAFTING YOUR RESEARCH QUESTION.</b></p> <p><b>Readings: Sagor, Ch. 4</b></p>
2 Sept. 26	<p>Writing up the Theoretical Section. Data Collection Process. Creating tools to answer research questions. Triangulation Matrix: Setting up a valid &amp; reliable data collection plan. Methodological &amp; ethical issues. <b>Due today: Research Question &amp; Triangulation Matrix.</b></p> <p><b>Readings Sagor, Chs. 3, 5 - 7</b></p>
	<p>Writing up the Data Collection Plan, Class &amp; Instructor Feedback on Research Q, Triangulation Matrix, Teaching Intervention, and Assessment Tools (Data Sources).</p>
3 Oct. 10	<p><b>Revising Assessment Tools – Class Feedback.</b>  <b>DATA ANALYSIS WORKSHOP.</b> Data Analysis Process. Interpreting the data results. Coding data for analysis. <b>Due Today: Action Research Proposal, Stages 1 - 3. Sample DATA ANALYSIS.</b></p> <p><b>Readings Sagor, Ch. 8</b></p>
	<p>Using EXCEL Software for data analysis. Create your own data tables from pre-assessment.</p>

4	Oct. 24	More on Data Analysis & Interpretation. Drafting Data Tables with Pre-Test Results. Writing Data Interpretation.
		<b><i>Mid-Term Feedback Forms.</i></b>
5	Nov. 7	Team Work Session. Instructor meets with Teams. Data Tables: Pre-Test Data Results.
6	Nov. 21	ARP Data Analysis – Interpreting the Data. Turning Findings into Action Plans. Team Work Session.
		<b><i>Readings Sagor, Chs. 9 - 10</i></b>
		Presenting your ARP: Do's & Don'ts. Practice for ARP Presentations. Bring blank videotapes.
7	Dec. 5	Class feedback on Data Analysis. Writing up your Action Research Project: Essential Components. Team Work Session. Practicing for Presentations. Bring blank videotapes.
8	Dec. 12	<b><i>Due Today: ARP Presentations. Send Self-Assessment of your presentation by email to Instructor within 48 hours of your presentation. Course Evaluation Forms. Feedback Forms. Materials Release Forms. PLEASE TURN IN YOUR ARP PRESENTATION VIDEOS!</i></b> <b><i>Due no later than Dec 15: Stage 4, Data Analysis</i></b>

### **Inclement Weather/Emergency Policy**

In case of snow, hurricanes, severe weather, or security emergencies, call 993-1000 or go to [www.gmu.edu](http://www.gmu.edu) for information on class cancellations and university closings.