Division of Elementary, Literacy, Multicultural and Secondary Education
Multilingual/ Multicultural Education Program

EDCI 777-002
Research to Practice
(MME’s Capstone Graduate Course)
CRN 72994

Thursday, 7:20 p.m. - 10:00 p.m. Fall 2011

Professor Jorge P. Osterling
Office phone 703-993-81236
Office location A-323 Robinson Hall, Fairfax
Office hours Tuesday, 1:30 p.m. – 4:00 p.m.
Thursday, 6:00 p.m. – 7:00 p.m.
or by appointment
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Fax 703-993-4370

Please see EDCI 777-002 website in Blackboard’s 9.1 web-based course management
https://mymasonportal.gmu.edu

COURSE DESCRIPTION:

A. Course description from George Mason University’s 2011- 2012 Catalog

- Provides culminating experience that synthesizes and applies essential elements of second language teaching and learning.
- Emphasizes teacher as a change agent through critical inquiry into practice.
- Promotes collaboration between English as a Second Language (ESL) and grade-level teachers to advance achievement of English language learners and language minority students.

B. Prerequisites
• Admission to Graduate School of Education in CISL, CIFI, or CIMIT tracks of the MME program.
• Completion of ALL other courses in the MME programs except EDRS 590 and elective, or permission of instructor.

EDCI 777 is the capstone course for the M.Ed. in Multilingual/Multicultural Education program and, as such, represents its culminating experience.

Essential elements of this EDCI 777 include:
• Action Research through field work, problem solving and innovations in teaching;
• Reflection on professional growth;
• Collaboration;
• Effective use of educational technology;
• Presentation skills.

EMERGENCY NOTIFICATION: MASON ALERT

The George Mason University utilizes a communication system to reach all students, faculty, and staff by cell phone and email with emergency information (e.g., in case of severe weather). You can be sure that you are registered with the Mason Alert system by visiting https://alert.gmu.edu.

Information about Mason emergency response plans can be found at http://cert.gmu.edu/.

IMPORTANT NOTICES

• EDCI 777-002 uses the new Blackboard 9.1 system. The course syllabus, rubrics, presentations, and other material and updates will be electronically posted in https://mymasonportal.gmu.edu. Candidates are advised to participate in one of the Blackboard 9.1 training workshops offered by the university this summer. http://ittraining.gmu.edu/workshops.cfm?function=calendar

• Following the National Council for Accreditation of Teacher Education’s (NCATE) lexicon, this syllabus uses the term “candidate” to refer to EDCI 777 graduate students who are preparing to become teachers, and “student” to refer to those enrolled in P-K 12 classes. All other program courses except EDRS 590 and elective, or permission of instructor.

• Collaborative Action Research Projects (CARP) must be conducted in teams of 2-3 candidates. Pre-Service candidates need to work in teams with In-Service candidates. Individual projects will not be permitted.
• Federal regulations require all participating researchers (student researcher and student’s action research supervisor) complete a training course on the protection of human participants in research. The GMU’s Office of Research and Human Subjects Protection (ORSP) subscribes to the CITI Online Training Program to comply with this regulation.

COURSE RATIONALE

As a capstone course, EDCI 777 aims to have candidates synthesize, evaluate, and reflect on the essential elements of what they have learned in the MME program and apply these to their own teaching.

If a candidate is not currently a classroom teacher, s/he 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 all students, with an emphasis on those who are culturally and linguistically diverse and second language learners.

In this capstone course, candidates become part of a learning and research community by sharing with others what they have learned through applying research to practice. Candidates no longer work alone; schools have seen an increase in teacher teams working with student cohorts.

COURSE DELIVERY:

EDCI 777 is highly interactive by design and follows ‘learning by doing’ and ‘discovery learning’ approaches promoted by John Dewey (1859-1952), one of the fathers of modern education. There are no ‘examinations’ in this course. Course assessment is based on performance-based assignments. In order to meet the needs and learning styles of all candidates, course delivery is accomplished through variety of in-class, online, and individualized instructional strategies.

In EDCI 777, candidates become part of a learning and research community by sharing with others what they have learned through applying research to practice. The best teachers do not work alone in their classrooms. In fact, the best teachers share ideas and encourage colleagues to grow and learn new techniques for teaching, grading, organizing, etc.

EDCI 777-002 will be engaged in cooperative learning, small group discussions, whole class discussions, peer feedback, short lectures, and candidate-led micro teaching simulations, guest speakers, peer feedback, videos, multimedia, and reflection.

To extend learning beyond the scope of the class time and to promote continuing dialogue among class members, candidates are expected to post emergent thoughts
and responded regularly on the class *Blackboard 9.1™* site
https://mymasonportal.gmu.edu

**LEARNER OUTCOMES:**

EDCI 777 is designed to enable teacher candidates to:

1. Identify the basic elements of educational research, including methods (quantitative and qualitative), questions addressed, design, data collection and analysis, validity and reliability;

2. Understand the action research process as an effective tool for improving teaching and learning, particularly how action research helps improve one’s own teaching as well as how it can have a transformative effect on school improvement and change;

3. Design and conduct an inquiry/action research study:
   a. Formulate an inquiry/action research question that is relevant to their classroom and school setting
   b. Use inquiry/action research as a foundation for professional growth, improvement of instruction, and advocacy
   c. Identify strategies for sharing the results of inquiry/action research

4. Become change agents by:
   a. Connecting empirical evidence and teaching experience to a vision of student learning;
   b. Collaborating with ESL, FL, and grade-level teachers to make improvements in the education of English and foreign language learners and language minority students;
   c. Engaging their fellow candidates, school teachers, administrators, and policymakers to advance new policies and practices.

5. Develop professional presentation skills, making use of instructional technology (e.g., modern word processors – Word, presentation devices – Power Point, spreadsheets – Excel, and other software packages geared toward teaching and presentation aids.

**COURSE REQUIREMENTS**

**Important information:**

*Action Research Projects MUST be conducted in 2- or 3- candidate member teams. MME faculty encourages Pre-Service teachers work with In-Service teachers in order to enhance their learning.*

*Primary and Secondary Research Questions-* Must be approved by instructor prior to

Rev. -August 22, 2011
Each course requirement will be evaluated using a scoring rubric or rating scale.

Candidates should complete all assignments on time and be aware that points will be taken off assignments that are submitted past the deadline, unless special arrangements have been made with the professor in advance.

If a candidate believes that s/he will have difficulty meeting EDCI 777 requirements in a timely manner, please inform the instructor as soon as possible.

Candidates are responsible for the content of university communication sent to their masonlive e-mail account and are required to activate that account and check it regularly (See http://masonlive.gmu.edu).

REQUIRED TEXTS:


Recommended/ Optional Texts


**Some Websites on Action Research**

Center for Collaborative Action Research  
[http://cadres.pepperdine.edu/ccar/resources.html](http://cadres.pepperdine.edu/ccar/resources.html)

National Louis University  
[http://nl.edu/cfpr/resources/websites.cfm](http://nl.edu/cfpr/resources/websites.cfm)

NYC Board of Education & Office of English Language Learners and the Educational Alliance at Brown University  
[http://www.alliance.brown.edu/dnd/ar_websites.shtml](http://www.alliance.brown.edu/dnd/ar_websites.shtml)

**NCATE PROFESSIONAL STANDARDS:**

EDCI 777 follows the guidelines, professional standards and recommendations made by the National Council for Accreditation of Teacher Education (NCATE) for the accreditation of schools, colleges, and departments of education:

**Standard 1: Candidate Knowledge, Skills, and Professional Dispositions**

“Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.”
Additional Information

A. Performance-based assessments

All GMU-CEHD licensure courses have a required Performance Based Assessment (PBA). In EDCI 777, all assignments must be posted to Blackboard 9.1, where they will be reviewed and graded.

B. Criteria for Evaluation

Criteria for evaluation includes attendance in class, active participation in class and on-line discussions and in small group activities, completion of all readings, exercises, and papers, active and ongoing engagement with journaling as a growth of reflective practice.

All assignments must be completed in MSWord, should reflect APA style (6th edition) and be e-mailed as an attachment to the instructor prior to class. Late assignments will not be accepted without making prior arrangements with me.

C. Graduate Grading Scale

http://catalog.gmu.edu/content.php?catoid=17&navoid=1277&hl=graduate&returnto=search

At George Mason University, course work is assessed in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The University-wide system for grading graduate courses is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>TESOL ESL Standards</th>
<th>GRADING</th>
<th>Grade Points</th>
<th>Graduate Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Substantially Exceeds Standard</td>
<td>98 - 100</td>
<td>4.00</td>
<td>Satisfactory /Passing</td>
</tr>
<tr>
<td>A</td>
<td>Meets Standard</td>
<td>93 – 97.49</td>
<td>4.00</td>
<td>Satisfactory /Passing</td>
</tr>
<tr>
<td>A-</td>
<td>Meets Standard</td>
<td>90 – 92.49</td>
<td>3.67</td>
<td>Satisfactory /Passing</td>
</tr>
<tr>
<td>B+</td>
<td>Partially Meets Standard</td>
<td>88 – 89.49</td>
<td>3.33</td>
<td>Satisfactory /Passing</td>
</tr>
<tr>
<td>B</td>
<td>Partially Meets Standard</td>
<td>83 – 87.49</td>
<td>3.00</td>
<td>Satisfactory /Passing</td>
</tr>
<tr>
<td>B-</td>
<td>Partially Meets Standard</td>
<td>80 – 82.49</td>
<td>2.67</td>
<td>Satisfactory* /Passing</td>
</tr>
<tr>
<td>C</td>
<td>Attempts Standard</td>
<td>70 – 79.49</td>
<td>2.00</td>
<td>Unsatisfactory /Passing</td>
</tr>
<tr>
<td>F</td>
<td>Does not Meet Standard</td>
<td>Below 70%</td>
<td>0.00</td>
<td>Unsatisfactory /Failing</td>
</tr>
</tbody>
</table>
Note: GSE candidates are advised that, although a B- is a satisfactory grade for a course, they must maintain a 3.0 average in their degree program and present a 3.0 GPA on the courses listed on the graduation application. Candidates' performance will be evaluated using letter grades.

College of Education and Human Development

Core Values

In the context of an enduring college-level and university-level commitment to teaching, research and service, the College of Education and Human Development also holds the following core values:

- Collaboration
- Ethical leadership
- Innovation
- Research-based practice
- Social Justice

CEHD: Statement of Expectations

CEHD candidates must abide by the following:

Academic Integrity

GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process (cf. http://academicintegrity.gmu.edu/honorcode/).

The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all
aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind) please ask for guidance and clarification.

**Professional Behavior and Dispositions.**

See [http://gse.gmu.edu/facultystaffres/profdisp.htm](http://gse.gmu.edu/facultystaffres/profdisp.htm) for a listing of these dispositions.

**Responsible use of Computing**

[http://universitypolicy.gmu.edu/1301gen.html](http://universitypolicy.gmu.edu/1301gen.html)

**GMU STUDENT RESOURCES ON CAMPUS**

**Office Of Disability Services**

Candidates 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/](http://www2.gmu.edu/dpt/unilife/ods/) or call 703-993-2474 to access the ODS.

If you are a candidate with a disability and you need academic accommodations, please see me and contact the Office of Disability Services (ODS) at 993-2474. All academic accommodations must be arranged through the ODS. [http://ods.gmu.edu](http://ods.gmu.edu)

**Writing Center**

A114 Robinson Hall; (703) 993-1200; [http://writingcenter.gmu.edu](http://writingcenter.gmu.edu)

**University Libraries**

“Ask a Librarian” [http://library.gmu.edu/mudge/IM/IMRef.html](http://library.gmu.edu/mudge/IM/IMRef.html)

**Counseling and Psychological Services (CAPS)**

(703) 993-2380; [http://caps.gmu.edu](http://caps.gmu.edu)

**University Policies**

The University Catalog, [http://catalog.gmu.edu](http://catalog.gmu.edu) is the central resource for university policies affecting candidate, faculty, and staff conduct in university academic affairs. Other policies are available at [http://universitypolicy.gmu.edu/](http://universitypolicy.gmu.edu/). All members of the university community are responsible for knowing and following established policies.
PROPOSED/ TENTATIVE CLASS SCHEDULE  
[August 29, 2011 – Dec 10, 2011]  
Thursdays, 7:20 p.m. – 10:00 p.m.]:

(Fourteen sessions, 2hrs 40 minutes’ each)  
[Innovation Hall, 136]  
Topics & Assigned Readings  
[Subject to change]

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Learning Experiences</th>
<th>Readings and Assignments</th>
</tr>
</thead>
</table>
| **Session One** (09/01/2011) | Introduction  
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.  
**SAMPLE ACTION RESEARCH PROJECT.** | Readings: Sagor, Chs. 1-2, pages 1-29  
Figure 1.1: The Action research cycle (p. 8) |
| **Session Two** (09/08/2011) | Refining the focus  
- Clarifying theoretical basis.  
- Discussion of the action research cycle  
- Dependent & independent variables.  
- CARP groups meet individually to discuss the readings, particularly the first stage of their action research project. | Sagor – Chs. 1 – 6  
(pages 1 – 104) |
| **Session Three** (09/15/2011) | First stage of the action research project – Including graphic organizer. | Sagor – Chs. 1 – 6  
(pages 1 – 90). |
| Session Four  
(09/22/2011) | **Finalize research teams**  
Each team presents to the class their experiences with the first stage of their action research project. |  |
|----------------|-------------------------------------------------|---------------------------------|
| Second stage of the action research project – Including revised graphic reconstruction  
Groups sign up for their final presentation dates | **Due date:** ARP Draft proposal (ungraded). |  |
| Session Five  
(09/29/2011) | Engaging in **Stage Three:** Determining the research questions and developing their data collection plan. |  |
| Session Six  
(10/06/2011) | **Data Analysis Processes**  
Interpreting the data results  
Coding data for analysis  
Setting up a valid & reliable data collection plan – triangulation  
Organizing findings and interpreting results | **Due date:** ARP Research question and data collection proposal. (10% of final grade).  
Sagor —Ch. 8 (pages 109 – 140).  
• Each team presents their data analysis process. |  |
| Session Seven  
• Interpreting data results;  
• Coding data for analysis  
• Setting up a valid and reliable data collection plan (inc. triangulation) | Workshop session: Research teams. |  |
<p>| Session Eight | Turning findings into action plan. | <strong>Due date:</strong> Data analysis (35% of final grade) |  |</p>
<table>
<thead>
<tr>
<th>(10/20/2011)</th>
<th>Examples of collaborative research.</th>
<th>Sagor —Ch. 9 (pages 141 – 154). Due date: Data analysis.</th>
</tr>
</thead>
</table>
  - More on data analysis and interpretation.  
  - Data tables with interim data results.  
  - Writing data interpretation. | Workshop session: Research teams.  
  - Peer feedback on ARP, data analysis. |
| **Session Ten** *(11/03/2011)* |  
  - Acting on your action research project.  
  - Reporting and sharing action research: Turning ARP into conference (e.g., AERA, NABE, TESOL, proposals) | Workshop session: Research teams.  
  Sagor —Chs. 10 & 11 |
| **Session Eleven** *(11/10/2011)* |  |  |
| **Session Twelve** *(11/17/2011)* |  |  |
|  | Thanksgiving Recess November 23-27 |  |
| **Session Thirteen** *(12/01/2011)* | ARP Formal group oral presentations | Due date:  
  - In-class presentations (20% of final grade) |
| **Session Fourteen** *(12/08/2011)* | ARP Formal group oral presentations | Due date:  
  - In-class presentations (20% of final grade)  
  - ARP final report (35% of final grade) |