



**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.
Innovation Hall 136**

**Fall 2011
August 29, 2011 – December 10,
2011**

**Professor
Office phone
Office location
Office hours**

**Jorge P. Osterling
703-993-81236
A-323 Robinson Hall, Fairfax
Tuesday, 1:30 p.m. – 4:00 p.m.
Thursday, 6:00 p.m. – 7:00 p.m.
or by appointment
<josterli@gmu.edu>
703-993-8136
703-993-4370**

**E-Mail address
Telephone
Fax**

**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, CIFL, or CIMM 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, on-line, 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

data collection

Assignment	Due Date	Grading
ARP draft proposal	Session Four (09/22/2011)	Ungraded
Research question and data collection proposal	Session six (10/06/2011)	10%
Data analysis	Session eight (10/20/2011)	35%
ARP formal group oral presentation:	Sessions thirteen and fourteen [due as scheduled]	20%
ARP Final Report	Sessions Fourteen (12/08/2011)	35%

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:

Sagor, Richard. (2011). *The action research guidebook: A four-step process for educators and school teams*. (2nd. edition). Thousand Oaks, CA: Corwin

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

Recommended/ Optional Texts

Arhar, J., Holly, M. & Kasten, W. (2001). *Action research for teachers: Traveling the yellow brick road*. Upper Saddle River, New Jersey: Merrill Prentice Hall.

Bell, J. (1993). *Doing your research project: A guide for first-time researchers in education and social science*. Buckingham, England: Open University Press.

Biancarosa, G. & Snow, C.E. (2004). *Reading next—A vision for action and research in middle and high school literacy: A report from the Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education, 12.

Burnafor, G., Fischer, F. & Hobson, D. (1996). *Teachers doing research: Practical possibilities*. Mahwah, NJ: Lawrence Erlbaum Associates.

Carlisle, L.R., Jackson, B. & George, A. (2006). Principles of social justice education: The social justice education in schools project. *Equity & Excellence in Education* 39, 55-64.

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

Children's Defense Fund. (2011). *The state of America's children 2011*

Available: <C:\Users\josterli\Documents\Courses\2011 Fall Semester\EDCI 777 -- Research to Practice\Syllabus\www.childrensdefense.org\ac2001\Acol.ASP>
<http://www.childrensdefense.org/child-research-data-publications/state-of-america-children-2011/>

Chiseri-Strater, E. & Sunstein, B. (2006). *What works? A practical guide for teacher research*. Heinemann. Note: Intro and sample chapter can be found at <http://books.heinemann.com/shared/onlineresources/E00713/chapter9.pdf>

Cochran-Smith, M., Lytle, S.L (1999). The teacher research movement: A decade later. *Educational Researcher*, 28(7), 15-25.

Cook-Sather, A. (2009). *Learning from the student's perspective: A methods sourcebook for effective teaching*. Boulder, CO: Paradigm Publishers.

Courtland, M.C., & Gambell, T.J. (1994). *Curriculum Planning in the Language Arts K-12: A Holistic Perspective*. North York, Ontario: Captus Press.

Duncan-Andrade, J. (2005). Toward teacher development for the urban in urban teaching. *Teaching Education*, 15, 339-350.

- Ewald, W. (2001). *I wanna take me a picture: Teaching photography and writing to children*. Boston: Center for Documentary Studies/Beacon.
- Falk, B. & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research*. Portsmouth, NH: Heinemann.
- Hendricks, C. (2009). *Improving schools through action research: A comprehensive guide for educators*. 2nd ed. Boston: Allyn & Bacon.
- Koshy, V. (2010). *Action research for improving educational practice: a step-by-step guide*. London, UK & Thousand Oaks, CA: Sage
- McNiff, J. & Whitehead, J. (2010). *You and your action research project*. 3rd ed. London, UK: Routledge.
- Reason, P. & Bradbury, H. (Editors). (2008). *The Sage Handbook of Action Research: Participative inquiry and practice*. London & Thousand Oaks, CA: SAGE.

Some Websites on Action Research

Center for Collaborative Action Research

<http://cadres.pepperdine.edu/ccar/resources.html>

National Louis University

<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

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:

Grade	TESOL ESL Standards	GRADING	Grade Points	Graduate Courses
A+	Substantially Exceeds Standard	98 - 100	4.00	Satisfactory /Passing
A	Meets Standard	93 – 97.49	4.00	Satisfactory /Passing
A-	Meets Standard	90 – 92.49	3.67	Satisfactory /Passing
B+	Partially Meets Standard	88 – 89.49	3.33	Satisfactory /Passing
B	Partially Meets Standard	83 – 87.49	3.00	Satisfactory /Passing
B-	Partially Meets Standard	80 – 82.49	2.67	Satisfactory* /Passing
C	Attempts Standard	70 – 79.49	2.00	Unsatisfactory /Passing
F	Does not Meet Standard	Below 70%	0.00	Unsatisfactory /Failing

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> for a listing of these dispositions.

Responsible use of Computing

<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/> 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>

Writing Center

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

University Libraries

“Ask a Librarian” <http://library.gmu.edu/mudge/IM/IMRef.html>

Counseling and Psychological Services (CAPS)

(703) 993-2380; <http://caps.gmu.edu>

University Policies

The University Catalog, <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/>. 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]

Date	Topic/Learning Experiences	Readings and Assignments
<p>Session One (09/01/2011)</p>	<p>Introduction Objectives of this course, textbooks, and requirements.</p> <ul style="list-style-type: none"> • 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. <p>SAMPLE ACTION RESEARCH PROJECT.</p>	<p>Readings: Sagor, Chs. 1-2, pages 1-29</p> <p>Figure 1.1: The Action research cycle (p. 8)</p>
<p>Session Two (09/08/2011)</p>	<p>Refining the focus</p> <ul style="list-style-type: none"> • Clarifying theoretical basis. • Discussion of the action research cycle • Dependent & independent variables. <p>CARP groups meet individually to discuss the readings, particularly the first stage of their action research project.</p>	<p>Sagor – Chs. 1 – 6 (pages 1 – 104)</p>
<p>Session Three (09/15/2011)</p>	<p>First stage of the action research project – Including graphic organizer.</p>	<p>Sagor – Chs. 1 – 6 (pages 1 – 90).</p>

	Finalize research teams	Each team presents to the class their experiences with the first stage of their action research project.
Session Four (09/22/2011)	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.	Sagor — Chs. 6 & 7 (pages 75 – 108). Each team will present to the class their experiences implementing action and collecting data
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.
FYI Columbus Day – 10/10/2011 Recess (Monday classes/ labs meet Tuesday, Tuesday classes do not meet this week)		
Session Seven (10/13/2011)	More data analysis processes. <ul style="list-style-type: none"> • Interpreting data results; • Coding data for analysis • Setting up a valid and reliable data collection plan (inc. triangulation) 	Workshop session: Research teams.
Session Eight	Turning findings into action plan.	Due date: Data analysis (35% of final grade)

(10/20/2011)	Examples of collaborative research.	Sagor —Ch. 9 (pages 141 – 154). Due date: Data analysis.
Session Nine (10/27/2011)	Workshop session for ARP – Research Teams. <ul style="list-style-type: none"> • More on data analysis and interpretation. • Data tables with interim data results. • -Writing data interpretation. 	Workshop session: Research teams. <ul style="list-style-type: none"> • Peer feedback on ARP, data analysis.
Session Ten (11/03/2011)	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • In-class presentations (20% of final grade)
Session Fourteen (12/08/2011)	ARP Formal group oral presentations	Due date: <ul style="list-style-type: none"> • In-class presentations (20% of final grade) • ARP final report (35% of final grade)