



**College of Education and Human Development
Division of Special Education and disAbility Research**

EDSE 590-664: *Special Education Research*

CRN: TBA, 3 - Credit(s)

Fall 2012

Instructor: Dr. Anna Evmenova	Meeting Dates: 9/13/12 - 11/15/12
Phone: 703-993-5256	Meeting Day(s): Online; TRs 9/13 & 11/1
E-Mail: aevmenov@gmu.edu	Meeting Times: 4:30pm - 8:30pm
Office Hours: W 4pm-5pm (via Collaborate)	Meeting Location: Luray High School

Course Description:

Describes fundamental concepts and practices in educational research in special education. Covers specific applications of educational research methods to problems in special education. Emphasizes review and critique of special education research, and applied classroom research for teachers.

Prerequisite(s): None.

Advising Contact Information:

Please make sure that you are being advised on a regular basis as to your status and progress through your program. For assistance contact the Special Education Advising Office at (703)993-3145.

Nature of Course Delivery:

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course is conducted as a hybrid including: (a) two mandatory face-to-face sessions (will be conducted on September 13 and November 1 at Luray High School) and (b) an online

component using the **Blackboard 9.1** course management system. Please plan to access the Blackboard site several times per week. Access Blackboard 9.1 at <https://mymason.gmu.edu>. Your login and password is the same as your George Mason e-mail login. Once you enter, select EDSE 590-664 Fall 2012 course.

The weekly learning modules will run on a Thursday through midnight Wednesday schedule. All new materials, readings, and assignments will be posted on Thursday and students will be expected to complete and **submit** due assignments by **midnight on Wednesday** before the deadline. The instruction will be provided via regular and/or narrated PowerPoint presentations. Presentations, case studies, videos and additional appropriate readings will be provided under **Learning Modules** tab. Assignments and weekly activities will be completed using asynchronous tools such as **Discussion Boards**, **Wikis**, and/or submitted under the **Assignments** link.

In order to facilitate interaction, the instructor will be available for office hours via **Blackboard Collaborate** (within Blackboard 9.1) or in person by appointment. Students will be asked to use **Twitter** to ask the instructor questions about the course content. Detailed directions on how to use Twitter will be provided. In addition, **Frequently Asked Questions Blog** will be available to interact with each other and post questions, comments, resources related to the course.

Learner Outcomes:

Upon completion of this course, students will be able to:

- Identify and understand different methods of educational research suitable for different research purposes in special education.
- Describe and discuss basic theories and methods of quantitative experimental and quasi-experimental research in special education.
- Describe and discuss basic theories and methods of survey research in special education.
- Describe and discuss basic theories and methods of single subject research in special education.
- Describe and discuss basic theories and methods of qualitative research in special education.
- Critically evaluate education research and describe implications for educational practice.

Required Textbooks:

McMillan J. (2011). *Educational research: Fundamentals for the consumer* (6th ed.). Boston: AB Longman.

Recommended Textbooks:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Materials:

N/A

Additional Readings:

The textbook will be used as a framework for the course. Additional readings relevant to the instructional design, instructional/assistive technology fields will be provided by the instructor.

Course's Relationship to Program Goals and Professional Organizations:

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/> The CEC standards that will be addressed in this class include Standard 4: Instructional Strategies and Standard 9: Professional and Ethical Practice. *NOTE: NCATE Assessments (in many but not all courses) may address additional CEC standards.

Policies (Attendance and Late Work Policies):

Students are expected to complete each weekly online Learning Module and must attend two face-to-face meetings (on September 13th and November 1st).

Detailed descriptions and step-by-step instructions for each class activity and course assignments will be provided by the instructor and posted in the corresponding Learning Modules. All assignments must be submitted via Blackboard *on or before* the due date. **In fairness to students who make the effort to submit work on time, points will be deducted from your grade for late assignments. Assignments will not be accepted more than 3 days late unless prior arrangements with the instructor have been made.** Allow additional time for as well as plan for additional participation during activities that require constructive feedback.

Grading Scale:

95 - 100% = A

90 - 94% = A-

80 - 89% = B

70 - 79% = C

<70% = F

Schedule:

Tentative Class Topics and Due Dates
(Subject to change for any unforeseen interruptions)

Date	Learning Module	Textbook Readings*, Weekly Activities & Assignments Due
	1. Introduction to educational research in technology	
Thursday, September 13	2. Literature searches & reviews <i>f2f meeting Sep 13; 4:30-8:30 Luray High School</i>	Chapter 1 (pp.2-18) CITI Training Introduction Forum
Thursday, September 20	3. Empirical article anatomy. Research problem & questions	Chapter 3 Literature Search Scavenger Hunt Research Proposal Wiki: Research Topic
Thursday, September 27	4. Research components Part I: Participants & variables	Chapter 1 (pp. 19-30) Chapter 2 (pp. 32-38; 43-55) Overview of Research in My Field Research Proposal Wiki: Purpose Statement & Research Questions
Thursday, October 4	5. Non-experimental quantitative research designs: Survey research	Chapter 2 (pp. 38-42) Chapter 4 Literature Review Table Draft
Thursday, October 11	6. Experimental research designs: Group & single-subject research	Chapter 7 Non-experimental Research Mini-Quiz Research Proposal Wiki: Introduction Section Draft & Peer Feedback
Thursday, October 18	7. Qualitative & mixed method research designs	Chapter 8 Experimental Research Mini-Quiz Research Proposal Wiki: Literature Review Section Draft
Thursday, October 25	8. Research components Part II: Educational measurements & data collection	Chapter 10 & Chapter 11 Qualitative Research Mini-Quiz Research Proposal Wiki: Method Tweets & Peer Feedback
Thursday, November 1	9. Discussion and conclusions. APA 6th edition style <i>f2f meeting Nov 1; 4:30-8:30 Luray High School</i>	Chapter 5 & Chapter 6 Research Proposal Draft Peer Feedback
Thursday, November 8	10. Action research	Chapter 13 Reference List in APA Format
Thursday, November 15	11. Final Assignment	Chapter 12 Research Proposal Due

* Additional readings will be provided by the instructor for some Learning Modules.

Course Requirements and Performance-based Assessment, and Evaluation Criteria:

A. Requirements –

1. Students will complete class readings to include a supplemental set of articles that reflect current educational research trends in technology and will explore different methodologies in published instructional design/technology research.

2. Participation - 90 points:

a. Class activities* - 90 points (5-10 points per week): Students will participate in class activities and interactive quizzes in order to practice literature searches, reviews, relevant research applications, and tools for data analysis. In addition to weekly class activities, students will be prompted to work on their Research Proposal Wiki Page. This work is designed to help students prepare for their final Research Proposal assignment one step at a time.

3. Research Proposal – 60 points: During the course of the semester, students will design a research proposal for the hypothetical needs assessment and/or usability testing and/or classroom intervention, which will include the literature review, clearly identified purpose of the study and research questions, detailed research methodology (specific research design, appropriate participants/subjects, setting, materials, implementation procedures, considered threats to internal and external validity) and detailed proposed data analysis. This project is the research **PROPOSAL ONLY, NOT** to include actual research implementation. Students, who would like to actually implement the research study for extra points, need to contact the instructor early in the semester.

a. As part of class activities, students will provide constructive feedback to at least one classmate on their literature review table, method tweets, and the proposed research methodology draft.

B. Performance-Based Assessments - This course includes four performance-based assessments: Online participation in class activities, group (or individual) research analysis, research proposal, and research consumer report.

C. Criteria for evaluation - Assessment of each performance assessment are guided by a rubric. The rubrics are as follows:

Rubric for Participation in Class Activities

Exemplary (5 points): The student:

- Correctly completes and posts all activities on time;
- Actively participates and supports the members of the learning group and the members of the class. When appropriate provides constructive feedback to at least one of the classmates in a respectful manner.

Adequate (1-3 points): The student:

- Completes and posts the majority of the activities that are partially correct;
- Occasionally participates in discussions and provides feedback.

Inadequate (0 points): The student:

- Does not complete class activities;
- Does not actively participate in discussions and does not provide constructive feedback;
- The student may fail to exhibit professional behavior and dispositions.

Research Proposal Rubric

	Points Possible	Points Received	Comments
Appropriate, significant, <u>clearly described and justified</u> research topic/problem (introduction)	4		
Appropriate previous research (lit. review section) <ul style="list-style-type: none"> • at least 5-7 primary empirical research studies present • studies are summarized and briefly analyzed noting limitations of previous research • previous research is related to the proposed study (similar features across) and <u>there is an explicit statement about how existing research with its limitations justifies the proposed study</u> 	16 (2) (8) (6)		
Appropriate, clearly described research purpose and research questions that fit the research problem	4		
Appropriate and clearly described methodology for the proposed study (method) <ul style="list-style-type: none"> • appropriate research design that fits the research questions described in detail • appropriate participants, selection 	28 (4) (4)		

method, as well as setting described in detail			
• appropriate variables/phenomenon/data sources clearly described including operational definitions and how they will be measured	(4)		
• instrument/materials clearly described including some examples in quantitative research; researcher's identity discussed in qualitative research	(4)		
• appropriate validity/reliability issues described and analyzed in detail	(4)		
• step-by-step data collection procedures described in great detail	(4)		
• proposed data analysis identified and described	(4)		
List of references in APA format	4		
Overall clear, good writing in APA style, free of mechanical errors	4		
Total	60		

Exemplary paper (50-60 points): Appropriate topic, thorough and thoughtful purpose and research questions with appropriate previous research summarized and analyzed, appropriate and clearly described research design, participants, data sources, materials and instruments, implementation procedures, and careful brief description of the proposed data analyses. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

Adequate paper (40-49 points): Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective and thoughtful, or minor writing style errors may be present.

Marginal paper (30-39 points): Overall, acceptable but with one or more significant problems. Contains some useful information but may have substantial problems with evaluation, writing style, unclear or inappropriate description of implementation of project.

Inadequate paper (1-29 points): Paper with substantial problems in important areas such as writing, proposed implementation of intervention, procedures for evaluation of results, or overall thoughtfulness. Contains little or no information of value to field of instructional design/technology.

Unacceptable/no paper (0 points): Paper with no value whatsoever relative to the assignment, or no paper turned in at all.

Grading Scale

Requirements	Points	Percent
Participation in class activities	90	60%
Research Proposal	60	40%
Total	150	100%

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c.* Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d.* The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e.* Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g.* The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [http://cehd.gmu.edu/values/Revised 06/25/12](http://cehd.gmu.edu/values/Revised%2006/25/12)

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Note: *This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*