



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

Spring 2014

EDSE 590 DL1: Special Education Research

CRN: 17406, 3 - Credits

Instructor: Dr. Sharon Ray	Meeting Dates: 01/21/14 - 05/14/14
Phone: Office (703) 993-5247 Cell (703) 673-8540	Meeting Day(s): Asynchronous: Synchronous classes are listed on course schedule
E-Mail: sray4@gmu.edu ***Best Contact Method!***	Meeting Time(s): Asynchronous, and Synchronous 1/29, 3/5, & 4/2
Office Hours: By Appointment via Blackboard Collaborate or in person	Meeting Location: Internet

***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.*

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

Co-requisites: 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. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

1. Recorded lecture and online discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities

This course is delivered in an online format, primarily in an asynchronous manner with three synchronous sessions throughout the semester. The three synchronous sessions will be held on 1/29, 3/5, & 4/2 via Blackboard Collaborate. 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-DL1 Spring 2014 course.

The weekly learning modules will run on a Monday through midnight Sunday schedule. All new materials, readings, and assignments will be posted on Monday and students will be expected to complete and **submit** due assignments by **midnight on Sunday** 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 the **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. Multiple **Collaboration Tools** will be offered for students to explore different research methods through the **Group Project** of designing a group study.

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 **Discussion Board** to interact and reflect on the readings and course content.

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. (2007). *Educational research: Fundamentals for the consumer* (6th ed.). Boston: AB Longman.

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Recommended Textbooks

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

Required Resources

None

Additional Readings

The textbook will be used as a framework for the course. Additional readings relevant to the course will be provided by the instructor.

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Masters in Special Education Program. 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 that will be addressed in this class include Standard 4: Instructional Strategies and Standard 9: Professional and Ethical Practice.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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. [See <http://cehd.gmu.edu/values/>]

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

Course Policies & Expectations

Attendance.

Students are expected to attend 3 synchronous sessions on via Blackboard Collaborate. Students are also required to complete all weekly online assignments using the **Blackboard 9.1** course management system.

Late Work.

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.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, (NO ASSESSMENT REQUIRED FOR THIS COURSE) (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

Requirements	Points	Percent
Participation in class activities	90	60%
Research Application: Mini Project	20	15%
Final Research Project: Research Review Paper	40	25%
Total	150	100%

Grade	Range
A	94-100%
A-	90-93%
B+	86-89%
B	80-85%
C	70-79%
F	69%- below

Assignments

Performance-based Assessment (TaskStream submission required).

None

Performance-based Common Assignments (No TaskStream submission required).

Final Research Project: Research Review Paper

Other Assignments.

Participation in class activities

Research Application: Mini Project

1. Students will complete class readings to include a supplemental set of articles that reflect current special education research trends and will explore different methodologies in published special education research.

Participation - 90 points:

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

2. Human Subjects CITI Training Module Completion - Pass/Fail

GMU Mandatory Training for Persons Conducting Research Using Human Subjects is accessed at <http://www.citiprogram.org> . Seven learner modules in the Basic Course are required prior to conducting any research at Mason using human subjects. In addition, you are required to complete additional modules related to conducting research with school aged children and persons with disabilities. *This assignment will be evaluated as pass/fail.*

3. Research Application: Mini-Project – 20 points

The research application mini-project is designed to provide experience in designing, implementing, and evaluating a research application project in special education. All activities for this assignment

will be completed in research teams. *Specific directions and a rubric for this assignment will be provided by the instructor.*

4. Final Research Project: Research Review Paper – 40 points

You will complete a traditional research review paper of a selected intervention area of your choice. **Your topic must be approved by the instructor.** You will need to collect a minimum of 8-10 original intervention research studies on a particular topic to include in your review paper. An electronic copy (posted to blackboard) should be submitted no later than 4:30 pm on the due date.

This assignment is the signature assignment for the course.

a. As part of class activities, students will provide constructive feedback to at least one classmate on their drafts of the literature review introduction, method, results, and discussion sections.

Specific directions will be provided by the instructor and this assignment will be evaluated using the attached rubric.

*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.

Schedule

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

Date	Learning Module	Textbook Readings*, Weeking Assignments & Activities Due
Tuesday, January 21	1. Introduction to research methods in special education	
Wednesday, January 29	2. Literature searches & reviews 1st Synchronous Meeting via Blackboard Collaborate 4:30-7:10PM	*Chapter 1 (pp.2-18) * CITI Training * Introduction Forum
Monday, February 3	3. Empirical article anatomy. Research problem & questions	*Chapter 3 * Literature Search Scavenger Hunt * Research Review Wiki: Research Topic
Monday, February 10	4. Experimental research designs: Group Research	*Chapter 1 (pp. 19-30) *Chapter 2 (pp. 32-38; 43-55) * Overview of Research in My Field * Research Review Wiki: Purpose Statement & Research Questions
Monday, February 17	5. Experimental research designs: Single-subject Research	*Chapter 8 * Research Review Wiki: Introduction Section Draft & Peer Feedback * Mini-Research Method * Group Brainstorming Session
Monday, February 24	6. Research components Part I: Participants & variables	*Chapter 8 * Research Review Wiki: Method Section Draft & Peer Feedback
Wednesday, March 5	7. Research components Part II: Educational measurements & data collection 2nd Synchronous Meeting Via Blackboard Collaborate 4:30-7:10PM	*Chapter 2 (pp. 38-42) *Chapter 4 * Research Review Wiki: Description of Each Individual Study Draft
Monday, March 10	Spring Break	

Monday, March 17	8. Discussion and conclusions. APA 6th edition style	*Chapter 5 *Chapter 6 *Research Review Wiki: Results and Discussion Section Draft & Peer Feedback
Monday, March 24	9. Mini-Research Proposal work time	*Chapter 13 *Mini-Research Method Outline
Wednesday, April 2	10. Qualitative research designs 3rd (Last) Synchronous Meeting Via Blackboard Collaborate 4:30-7:10PM	*Mini-Research Method Due
Monday, April 7	11. Non-experimental quantitative research designs: Survey research	*Chapter 10 *Research Review Wiki: Final Research Review Draft & Peer Feedback
Monday, April 14	12. Work on Research Review Paper	*Chapter 7 *Reference List in APA Format
Monday, April 21	13. Mixed methods research designs	*Final Research Review Paper Due
Monday, April 28	14. Intelligent Research Consumer/Action research	*Chapter 11
Monday, May 5	15. Final Assignment	*Chapter 12 *Reflection Due

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

Appendix