



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

Spring 2015

EDSE 590 001: Special Education Research

CRN: 10527, 3 - Credits

Instructor: Dr. Meghan Cosier	Meeting Dates: 1/20/2015 - 5/13/2015
Phone: 9176275757	Meeting Day(s): Mondays
E-Mail: mecosier@gmail.com	Meeting Time(s): 7:20 pm-10:00 pm
Office Hours: By Appointment	Meeting Location: Fairfax-Krug Hall #102

***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. Hours of Lecture or Seminar per week: 3Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(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. 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

Face-to-face with some online assignments required.

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

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. H. (2012). *Educational research: Fundamentals for the consumer (6th ed.)*. Boston, MA: Pearson.

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

The George Mason Blackboard system will be used as an integral part of this course. It is important to access Blackboard several times a week between class sessions to check posted updates and messages. Additionally, class handouts will be posted on Blackboard for upcoming classes. The first night of class all handouts will be provided. After the first night, all handouts will be posted by Sunday evening before Monday's class. Students are responsible for downloading these handouts or printing hard copies for use in class from the second class onwards. You can access Bb at <http://courses.gmu.edu> .

Additional Readings

Other readings relevant to special education research applications will be assigned by the instructor as indicated by the needs and interests of the class.

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/the-mason-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.

If there is an emergency that affects your attendance, please inform the professor outside of class. Lateness to class will result in point deductions. Attendance means coming to class on time, staying until the end of class, and actively participating in discussion. It is the responsibility of the student to obtain copies of any materials distributed in any class s/he has missed.

Two late arrivals or early departures of 20 minutes or more will constitute a single class absence. More than two class absences or the equivalent will result in automatic grade deduction and possible failure of the course.

Late Work.

It is expected that all assignments will be turned in **before class** on the date they are due (see course outline for due dates). Thus, all assignments are due by 7:19 PM on the due date listed. **All assignments must be submitted via Blackboard. A 10% deduction per day will applied for all late assignments.**

Assignment Originality.

All work for this class is to be original and not part of any other assignments for other courses or work you have done previously at your job. The content of ALL assignments, unless properly cited, should be your own, original work.

TaskStream Assessment

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

(Based on Percent Calculated from Total Possible Points)

A	95 – 100	B	84 – 86	C	75 - 76
A-	90 – 94	B-	80 – 83	F	Below 75
B+	87 – 89	C+	77 – 79		

Assessment of Course Requirements

Requirements of this course include readings, from your textbook and professional journal articles, and activities, which include in-class individual and group work, as well as independent assignments outside of class. The goal of all work for this course is to increase your knowledge and skills in educational research to assist you in becoming a more informed consumer of research about the special education field in general and about evidence-based practices in special education specifically.

The core assignment for this course is the research application or research review project that will assist you in applying your literature review, research analysis, critical thinking, and professional writing skills. Besides the core assignment, there are several other forms of assessment implemented in this class, including both formative and summative evaluation measures. Students are expected to complete all forms of class assessment and final grading will be based on the cumulative points that students earn based on their performance on all course

assessments. Student performance on assignments is expected to be both timely and of high quality.

Online submission of student work is required. All written assignments should be submitted through the Blackboard Digital Assignments tab. Assignments should not be submitted by email unless there is an emergency technical issue with Blackboard. Each assignment should be submitted by the start of class on the due date (7:20.;;PM). Assignments that are not submitted at the Blackboard Digital Assignments Tab at the appropriate time are late. Late assignments will be accepted with a point deduction. All course assignments should be completed with graduate level use of content, grammar, spelling, and written expression clarity. If writing is an area of difficulty, you will need to visit the GMU Writing Center to work on these skills (<http://writingcenter.gmu.edu>).

Assignments submitted through Blackboard should be labeled with filenames that correspond to: <your first initial your last name abbreviated form of the assignment's name>. I will return graded assignments to you via the course Blackboard email. It is suggested that you download and save all returned assignments, as well as corresponding evaluations and comments. Below is example labeling for submission of all written assignments:

- MCosCITI – CITI Module Completion
- MCosART1 or SRayART2– Article Review Projects
- MCosPAPER – Research Paper
- MCosPPTPres – Research PowerPoint Presentation

Course Requirements Evaluation	
Assignment	Points Earned/Total Points
Attendance and Participation (1 point for each class)	/15
CITI Module Completion	/15
Quantitative Article Review Project	/15
Qualitative Article Review Project	/15
Quizzes (3 worth 5 points each)	/15
Research Paper	/30
Research Paper PowerPoint	/10
Total # of points earned	/115

Assignments

Performance-based Assessment (TaskStream submission required).

There are no NCATE/TaskStream Assignments for this course.

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

CITI Module Completion – Due February 23 (15 points)

The CITI Module involves the completion of GMU **Mandatory** Training for Persons Conducting Research Using Human Subjects that 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. While your current research will be limited to work for course assignments, the awareness gained through the CITI modules are valuable for any researcher now and in the future. After completing the modules, copy the certificate of completion document and paste it in a Word document, then submit this document via the Assignments Tab in Blackboard.

Research Paper – Due April 27 (30 points), can be done in groups of 4 or less people

Completion of 1 of 2 options:

Option 1: Research application project

Option 2: A research review project

Option 1: Research Application Project

The research application project is designed to provide experience in designing, implementing, and evaluating an application-based project in special education. Students should design a project, which they can easily implement in their current school site that investigates a pertinent educational issue or practice. Any of the research designs covered in class are appropriate for the project. **Be sure to have your research question and design approved by the instructor PRIOR to beginning implementation.** The project should be completed in sections by the students throughout the course of the semester. In class time will be provided weekly for students to share and get feedback in their groups. The final research application paper should be submitted via the Assignments Tab in Blackboard and should include the following:

Title page

Abstract

Introduction

Quantitative: specific research questions need to be stated

Qualitative: general problem statement needs to be presented and clarified

Review of the literature

Quantitative: review of the previous research studies that have been done in this area

Qualitative: brief review of the previous research studies that have been completed

Research problem statement or questions

Quantitative: specific, narrow questions should be presented along with a hypotheses

Qualitative: general, foreshadowed questions should be introduced

Method and design

Quantitative: research design, participants, instruments, and procedures

Qualitative: research design, participants, and settings/sites

Results

Quantitative: statistical explanations provided

Qualitative: narrative descriptions explained

Discussion

Conclusions

References

Research Application Paper Rubric		
Element	Points	Comments
Title Page	/1	
Abstract Introduction	/2	
Review of literature	/2	
Introduction	/3	
Research problem statement or question	/4	
Method and design	/5	
Results	/4	
Discussion	/3	
Conclusions	/2	
References	/2	
Writing Style Appropriate mechanics, organization, grammar, spelling, sentence structure, etc. APA format	/2	

Total	/30	
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Option 2: Research Review Project

The research review is geared at having students get extensive experience in reviewing literature found in both the virtual and physical library facilities. For this type of paper, a student(s) can select a specific topic or intervention to investigate via the available research base. If one or two individuals complete a research review project, ten original research studies on the specific topic of selection will be needed for this option and should come from peer-reviewed special education research journals. For larger groups, five studies should be added for each additional group member. **Be sure to have your research topic approved by the instructor PRIOR to beginning your journal search.** The project should be completed in sections by the students throughout the course of the semester. Time will be provided weekly for students to share and get feedback in their groups. The final research review paper should be submitted via the Assignments Tab in Blackboard and should include the following:

- Title page
- Abstract
- Introduction
- General Topic – presented as an area that has needed understanding, exploration, and research
 - Trends – if any trends have been found on the topic during the research, they should be briefly outlined here
 - Thesis – statement of perspective and reason for writing the review
 - Review criteria – elements used in evaluating relevant literature are specified
- Literature Reviewed – this section should be organized by the different studies reviewed
 - First study – summary and discussion
 - Second study – summary and discussion
 - Third study – summary and discussion, etc. until all studies covered
- Comparative analysis highlights the similarities and differences between studies summarized in the literature reviewed
 - Similarities (if any) between all studies presented, discussed, and evaluated
 - Differences (if any) between all studies presented, discussed, and evaluated
- Conclusion/Summary brings closure to the review
 - Key points throughout the review are summarized
 - Bigger Picture – Relevance and role of research area to larger field of special education established
- References

Research Application Paper Rubric		
Element	Points	Comments
Title Page	/1	
Abstract Introduction	/2	
Introduction	/2	
General topic *Trends *Thesis *Review criteria	/5	
Literature reviewed • First study – summary and discussion • Second study – summary and discussion • Third study – summary and discussion • More studies – etc.	/7	
Conclusion/Summary • Key points summarized • Bigger Picture – Relevance and role of research area to larger field of special	/3	
References	/3	
Writing Style Appropriate mechanics, organization, grammar, spelling, sentence structure, etc. APA format	/2	
Total	/30	

Other Assignments.

Attendance and Participation. Participation and discussion are expected of each student in every class. **You are responsible for all assigned readings whether they are discussed in class or not.** If there is an emergency that affects your attendance, please inform the professor outside of class via email. Lateness to class will result in point deductions. Attendance means coming to class on time and staying until the end of class and actively participating in discussion. It is the responsibility of the student to obtain copies of any materials distributed in any class s/he has missed.

Two late arrivals or early departures of 20 minutes or more will constitute a single class absence. More than two class absences or the equivalent will result in automatic grade deduction and possible failure of the course.

Quizzes (3 @ 5 points each)

To demonstrate knowledge of course content including identifying and describing various research methods, students are asked to complete 3 short quizzes throughout the semester. All quizzes are completed on Blackboard and are due before class on the due date listed (see course schedule below).

Qualitative and Quantitative Article Review Projects – Due March 16/April 6 (15 points each) (individual project)

To demonstrate beginning competency in the skills needed for special education research and analysis, students will be asked to find, review, and critique one quantitative research article and also one qualitative research article, both from peer-reviewed education journals. It is imperative that students become familiar with using professional journals in the field of special education to inform their professional practice and be proficient in understanding articles that use both quantitative and qualitative research methods. For the reviews, each student is asked to independently read one research article that implements quantitative data collection methods and analysis (these are articles collecting numerical data and using statistical analysis) and also one that utilizes qualitative research methods (discussion, narrative, etc.); and then complete a research question and answer sheet that asks the student to identify each article's essential elements; and critique each article's ideas and design. The article review projects should be submitted via the Assignments Tab in Blackboard. The student will decide which type of article will be reviewed/critiqued first whether quantitative or qualitative. Whatever is chosen for the first review/critique, the other article type will be chosen for the second article review/critique project.

Research Paper PowerPoint Presentation – Due May 4 (10 points)

As a culmination of the research paper (whether application or review project), students will share their research via a clear and well-prepared PowerPoint presentation as they might at a professional conference. The presentation should encompass the major elements of students'

research papers, display information clearly and creatively, and be well-organized. To illustrate key content students can incorporate enlarged text, graphics, charts, and photos (as long as the students have a release for the photos). Students should be prepared to discuss their research and answer questions posed by class peers and the instructor during the PowerPoint presentation session. Students should be prepared to give an overview of their paper for approximately 15-20 minutes, using their PowerPoint as their visual for their presentation.

Paper Presentation Rubric (10 Points)		
Element	Points	Comments
Overall Content <ul style="list-style-type: none"> • Summary of key research paper points included • Comprehensive in nature 	<i>/2</i>	
PowerPoint <ul style="list-style-type: none"> • Varied types of information included (Narrative, data, charts, etc.) • Visual clarity • Creativity and appeal 	<i>/3</i>	
Research Discussion/Question Answering <ul style="list-style-type: none"> • Engages peers in active discussion about the research project • Knowledgeably answers questions related to the project's research question and surrounding details 	<i>/2</i>	

<ul style="list-style-type: none"> • Acknowledges limitations of the research project 		
Oral Presentation* <ul style="list-style-type: none"> • Most pertinent research paper points highlighted • Adequate voice projection • Eye contact made with audience *(each group member is scored separately on this element)	/2	
Detail Elements <ul style="list-style-type: none"> • Appropriate usage of standard written English grammar, spelling and clarity of expression • APA format 	/1	
Total	/10	

Schedule

Tentative Class Schedule

Class	Topic	Reading	Assignment(s) Due
Class 1 January 26 th	Introductions– Review of Syllabus & Course Requirements	Introduction to McMillan, Chapter 1 (Covered by Dr. Cosier)	
Class 2 February 2 nd	Chapter 1: Introduction to Research in Education	Text Chapter 1	

Class 3 February 9 th	Chapter 2: Research Problems	Text Chapter 2	
Class 4 February 16 th	Chapter 3: Locating and Review Literature Library Research Presentation	Text Chapter 3	Quiz 1 Due
Class 5 February 23 rd	Chapter 4: Participants and Sampling	Text Chapter 4	CITI Module Due
Class 6 March 2 nd	Chapter 5: Foundations of Educational Measurement	Text Chapter 5	
Class 7 March 16 th	Chapter 6: Data Collection Techniques	Text Chapter 6	Article Review #1 Due
Class 8 March 23 rd	Chapter 7: Nonexperimental Quantitative Research Designs	Text Chapter 7	Quiz 2 Due
Class 9 March 30 th	Chapter 8: Experimental Research Designs	Text Chapter 8	

Class 10 April 6 th	Chapter 9: Understanding Statistical Differences	Text Chapter 9	Article Review #2 Due
Class 11 April 13 th	Chapter 10: Qualitative Research Designs, Data Collection, and Analysis Guest Speaker:Dr. Danielle Cowley	Text Chapter 10	
Class 12 April 20 th	Chapter 11: Mixed Methods Designs	Text Chapter 11	Quiz 3 Due
Class 13 April 27 th	Chapter 12: Action Research	Text Chapter 12	Research Paper Due
Class 14 May 4 th	Chapter 13: Discussion and Conclusions	Text Chapter 13	Research Presentations Due

Appendix

Scholarly Journals

1. Active Learning
2. American Educational Research Journal
3. Australian Education Researcher
4. Bilingual Research Journal
5. Black Collegian
6. College Quarterly
7. Contemporary Issues in Early Childhood
8. Contemporary Issues in Technology and Teacher Education
9. Counseling and Values
10. Current Issues in Comparative Education
11. Current Issues in Education
12. Early Childhood Education Journal
13. Early Childhood News
14. Early Childhood Research and Practice
15. Education and Treatment of Children
16. Educational Evaluation and Policy Analysis

17. Educational Leadership
18. Educational Policy Analysis Archives
19. Educational Research Abstracts Online
20. Educational Researcher
21. Education Review (Full Text Book Reviews)
22. Education Statistics Quarterly
23. Educational Technology Review
24. Educational Technology and Society
25. Educational Theory
26. Educational Action Research
27. Effective Teaching
28. Equity and Excellence in Education
29. European Educational Research Journal (on-line only)
30. European Educational Researcher (on-line only / in Acrobat format)
31. Exceptional Children
32. Harvard Education Letter Research Online
33. International Education Journal
34. International Electronic Journal for Leadership in Learning
35. International Journal for the Advancement of Counseling
36. Journal for Humanistic Counseling Education and Development
37. Journal for Research in Mathematics Education
38. Journal for the Education of the Gifted
39. Journal of Adolescent and Adult Literacy
40. Journal of Counseling and Development
41. Journal of Early Intervention
42. Journal of Educational and Behavioral Statistics
43. Journal of Early Childhood Development
44. Journal of Early Childhood Literacy
45. Journal of Multicultural Counseling and Development
46. Journal of Research in Reading
47. Journal of Science Education
48. Journal of Special Education Leadership
49. Journal of Special Education
50. Journal of Technology Education
51. Language Learning
52. Language Learning and Technology
53. Lectura y Vida
54. Multicultural Education Abstracts
55. Multiple Voices for Ethnic Diverse Exceptional Learners
56. NABE Journal of Research and Practice
57. New Horizons for Learning
58. Pedagogy, Culture, & Society
59. Phi Delta Kappan
60. Practical Assessment, Research, and Evaluation (on-line only)
61. Prospects: Quarterly Review of Comparative Education
62. Reading Online
63. Reading Research Quarterly
64. Research Connections in Special Education
65. Research in Education
66. Research in Post-Compulsory Education
67. Research Intelligence (British Educational Research Association)
68. Review of Educational Research
69. Review of Research in Education

70. Teacher Development
71. Teacher Education Quarterly
72. Teaching Exceptional Children
73. Teaching Today for Tomorrow
74. TESOL Quarterly
75. The Elementary School Journal
76. The Future of Children
77. The Journal of Pedagogy, Pluralism & Practice
78. The Reading Teacher
79. Thinking Classroom/Peremena
80. Young Exceptional Children