



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

Fall 2016

EDSE 590 DL3: Special Education Research

CRN: 82306, 3 - Credits

Instructor: Dr. Lori Howard	Meeting Dates: 08/29/16 - 12/20/16
Phone 304-533-4357	Meeting Day(s): Asynchronous
E-Mail: lhoward8@gmu.edu	Meeting Time(s): Asynchronous
Office Hours: By appointment and web conference	Meeting Location: NET

***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-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.

Advising Tip

Are you ready to apply for graduation? Students completing their program can apply for graduation on Patriotweb. If you are graduating from a Masters and certificate, be sure to apply

to graduate from each program. Visit <http://registrar.gmu.edu/students/graduation/> for more information.

Nature of Course Delivery

This course is entirely asynchronous and online. Learning activities include the following:

1. Module Learning Application activities
2. Small group activities and assignments
3. Videos, web links, Wiki, and other media supports
4. Research and presentation activities

DELIVERY METHOD:

This course will be delivered online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password. The course site will be available on August 29, 2016-the first day of classes.

TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
 - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
 - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
 - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

EXPECTATIONS:

- **Course Week:** This is an Asynchronous course and Modules will close on Mondays.
 - **Asynchronous:** Because online courses do not have a “fixed” meeting day, our week will **start** on **Monday**, and **finish** on the following **Monday**. Modules will close on Mondays at 11:59. Modules will time out. Please plan ahead.
 - **Asynchronous:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be 2 times per week.

- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Contact ITU (<http://itservices.gmu.edu/help.cfm>) at (703) 993-8870 or support@gmu.edu.
- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Netiquette: Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

Learner Outcomes

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

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

Required Textbooks

McMillan, J. (2007). *Fundamentals of Educational Research* (7th ed.). Boston: AB Longman.

Recommended Textbooks (strongly)

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 5: Instructional planning and strategies; Standard 6: Professional learning 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 George Mason University Disability Services and inform their instructor, in writing, as soon as

possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. [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.

While there are no synchronous sessions in this course, students are required to complete all weekly online assignments using the **Blackboard 9.1** course management system. Active attendance and participation in the course will be seen as timely completion of assigned weekly work in the course learning modules.

Late Work.

All assignments should be submitted via Blackboard by the due date. Modules will close on Mondays at 11:59 p.m. (Eastern Standard Time). After that time, in fairness to students who make the effort to submit work on time, points (20% penalty) will be deducted from your grade for late assignments. **Allow additional time and plan for additional participation during activities that require constructive feedback. Late Thought Question (TQ) and Response posts will not be accepted.**

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the (***NO ASSESSMENT REQUIRED FOR THIS COURSE***) to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure

to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

Requirements	Points	Percent
Participation in class activities	160	60%
Research Application: Mini Project	40	15%
Final Research Project: Research Review Paper	60	25%
Total	260	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 (Tk20 submission required).

None

Performance-based Common Assignments (No Tk20 submission required).

Final Research Project: Research Review Paper

Other Assignments.

Participation in class activities

Research Application: Mini Project

Assignments

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.

1. Participation - 90 points: Discussion Board Posts 70 points Total of Class activities 160 points

a. Class activities and discussions* - 160 points (10-15 points weekly): 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. Students will be required to post to the Discussion Forum 1 Thought Question (TQ) and 2 Responses regarding the course readings. Late TQs and Response posts will not be accepted.

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. *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 can be completed in research teams or individually. *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 midnight on the due date. All activities for this assignment can be completed in research teams or individually. **This assignment is the signature assignment for the course.**

a. As part of class activities, students will provide constructive feedback to one to two classmates 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

Week	Modules Topic	Learning Activities Reading Assignments	Assignments Due MODULES CLOSE ON MONDAYS
Week 1	Orientation Module Mod 1: Introduction to Research Methods in Special Education	Reading Assign: Chap 1 in text Module activities	Discussion Forum: Introduction 1 TQ and 2 Responses for Chap 1
Week 2	Mod 2: Ethical Issues- Principles and Practices	Reading Assign: Chap 2 Module Activities Identify Topics of Interest	CITI Training Module Discussion Forum 1 TQ and 2 Responses Research Review Wiki: Ideas for Research
Week 3	Mod 3: Literature Review	Reading Assign: Chap 4 Module activities (scavenger hunt, data websites)	Research Review Wiki: Research Topic Discussion Forum 1 TQ and 2 Responses
Week 4	Mod 4: Research Problems and Questions	Reading Assign: Chap 3	Research Review Wiki: Research Purpose Statement and Questions Discussion Forum 1 TQ and 2 Responses
Week 5	5. Experimental research designs: Single- subject Research	Reading Assign” Chap 9 (Group Research only)	Research Review Wiki: Introduction Section Draft & Peer Feedback Discussion Forum 1 TQ and 2 Responses
Week 6	6. Research components Part I: Participants & variables	Reading Assign: Chap 9 (Single-Subject Research only)	Research Review Wiki: Method Section Draft & Peer Feedback Discussion Forum 1 TQ and 2 Responses
Week 7	7. Research components Part II: Educational measurements & data collection	Reading Assign: Chap 5	Research Review Wiki: Description of Each Individual Study Draft Discussion Forum 1 TQ and 2 Responses

Week	Modules Topic	Learning Activities Reading Assignments	Assignments Due MODULES CLOSE ON MONDAYS
Week 8	8. Discussion and conclusions. APA 6th edition style	Reading Assign: Chap 7 and 10	Research Review Wiki: Results and Discussion Section Draft & Peer Feedback Discussion Forum 1 TQ and 2 Responses per chapter
Week 9	9. Mini-Research Proposal work time	Reading Assign: Chap 15	Mini-Research Method Outline Discussion Forum 1 TQ and 2 Responses
Week 10	10. Qualitative research designs	Reading Assign: Chap 11	Mini-Research Method Due Discussion Forum 1 TQ and 2 Responses
Week 11	11. Non-experimental quantitative research designs: Survey research	Reading Assign: Chap 12	Research Review Wiki: Final Research Review Draft & Peer Feedback Discussion Forum 1 TQ and 2 Responses
Week 12	12. Work on Research Review Paper	Reading Assign: Chap 8	Reference List in APA Format (Check your Manual!) Discussion Forum 1 TQ and 2 Responses
Week 13	13. Mixed methods research designs	No Reading Assignment	*Final Research Review Paper Due
Week 14	14. Intelligent Research Consumer/Action research	Reading Assign: Chap 13 and 14	
Week 15	15. Final Assignment and Wrap Up	No Reading Assignment	Final Reflection

APPENDIX

Notes about Online Learning:

If you are new to online courses, please begin by thoroughly reading material on the Start Here page and in the Orientation Module of the course's Blackboard site. Be certain you understand the materials and have completed Module 1 before moving on to the other modules on the course site.

The online modules contain readings, websites, and activities to foster your understanding of the course material. You will note that all modules are open beginning on the first day of class, but will close as we progress through the end of the course. **The modules will disappear.** The earlier modules will no longer be available and the materials will not be accessible. Please make sure you complete the modules as assigned in the course outline. Be certain to click on all materials in the module, read the linked articles and websites, read the assigned chapters in your textbook, and complete the graded activities as well as the major course assignments. The modules contain activities designed to address the learning objectives and include:

- Video clips
- Discussion board posts
- Small group activities
- Links to websites
- Links to journal articles and other readings

During online courses, you do not meet your instructor or classmates in the same fashion as in a course with a traditional format. This course has been designed to provide many opportunities to interact with your classmates through mandatory small group activities and discussion board posts. Please note that appropriate discussion board etiquette is expected.

My role in the course is to facilitate your educational experience through the content in this course. I read your work carefully and provide constructive feedback to help you improve your performance. I read all of your discussion board posts and will occasionally comment. If you have any questions or concerns, please email me. I attempt to respond to all email^s within 24 hours except on weekends or holidays.

Rubric for Participation in Learning 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.

Final Research Project: Research Review Paper Scoring Rubric

Effective literature reviews contain the following:

- **An introduction** that establishes an important educational problem that needs to be addressed, a logical presentation of information that leads to the purpose statement of the paper (in this case a systematic literature review). Important concepts are defined in this section as well as any background information needed to support search procedures in the methodology.

- **A method section** that has clearly replicable procedures and demonstrates competency in the search techniques learned in class (search of educational data bases with key terms, ancestry and/or descendent searches, hand searches of relevant journals), and identifies clear and reasonable decision making criteria for individual studies included in the review (inclusion/exclusion criteria).

- **A results section** that provides an overview of the characteristics of the data set, is logically organized for the reader, demonstrates that search procedures described in the method section were consistently followed, and succinctly and sufficiently describes relevant information from each of the studies reviewed. A visual representation of the findings (i.e., a table) with accurate information helps the reader to understand more thoroughly the research reviewed.

A discussion section that provides a thoughtful and analytical discussion of findings and is based firmly on studies reviewed (not solely the authors opinion), and references implications for practice where appropriate.

Overall student understanding of the purpose of each of these sections of a research paper, a professional writing style (has been thoroughly edited), and citations that are in APA format (with careful attention to ‘glaring’ errors).

Exemplary paper (54-90 points): Meets all of the criteria above.

Adequate paper (53-48 points): Good overall paper, lacking in one or two of the criteria for an exemplary paper.

Marginal paper (42-47 points): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style, or review of relevant literature.

Inadequate paper (1-41 points): Paper with substantial problems in important areas such as writing, evaluation of research, overall thoughtfulness. Contains little or no information of value to special education practice.

Unacceptable/no paper (0 points): No paper turned in or paper was not approved for this assignment.

Exemplary paper	Adequate paper	Marginal paper	Inadequate paper	No paper
60 - 54	53 – 48	47 - 42	<41	0