

**George Mason University
College of Education & Human Development
Secondary Education Program**

EDUC 675.002- Research in Secondary Education
3 credits, Spring 2017
Tuesday 4:30-7:10; 1017 Thompson Hall, Fairfax Campus

Faculty

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Prerequisites

EDCI 790 and licensure; enforced by registration system

University Catalog Course Description

The exit requirement (the Action/Teacher/Practitioner Impact Presentation) is submitted during the semester the candidate is enrolled in EDUC 675. This course helps beginning teachers become more effective by critiquing various research paradigms, reviewing the research literature, and systematically collecting and interpreting evidence to improve practice. EDUC 675 emphasizes linking evidence of student learning to make informed instructional decisions.

Course Overview

This course is designed to help beginning teachers understand and enact concepts and principles of action, teacher, or practitioner research in secondary classrooms. Students will learn how to identify and use research literature and systematic evidence to improve practice with a focus on students' learning.

*Note: This course **requires** that you have access to a classroom or appropriate research site to conduct your research. If you do not have your own classroom, you will need to let me know during our first class. I will suggest alternative arrangements, but these will still require that you conduct research in a classroom setting on a teaching strategy.*

Course Delivery

The course will be delivered through a variety of online, face-to-face, and individualized instructional approaches. Online sessions will be conducted in asynchronous formats, but you

will be expected to post your own reflections and assignments and respond to peers' and instructors' postings and feedback by the end of each designated class week (midnight US eastern standard time each Monday).

Participants conduct independent research, as well as communicate with each other and the instructor via electronic media. We will engage in four activities:

- 1) Mini-lectures, activities, and discussions related to research methods led by the instructor and course participants and supported by course text and selected readings
- 2) Discussions of the week's readings led by the instructor and course participants
- 3) Class and peer review group meetings in which students concentrate on selected readings, provide feedback and support for each others' writing and research processes, and share how they have presented their research efforts to authentic audiences
- 4) Individual, small group, and whole group meetings to discuss research efforts.

GMU's Blackboard course framework will be used regularly throughout the course. Your GMU email address is required for communication with the course instructor and must be active by the first week of class. Please inform me of any accessibility problems the first day of class.

Learner Objectives and Outcomes

This course is designed to enable students to:

- 1) demonstrate an understanding of the process and components used in action, teacher, or practitioner research by conducting and assessing a chosen scholarly inquiry situated in their classroom and impact on students' learning (research-based practice; innovation)
- 2) prepare a research proposal which makes explicit links between theory and practice (research-based practice)
- 3) examine ethical considerations when conducting action, teacher, or practitioner research (research-based practice; social justice)
- 4) conduct action, teacher, or practitioner research which includes: research question(s), research proposal; review of related literature; methods; data collection/analysis; findings; discussion of impact on students, teachers, and the education field (research-based practice)
- 5) participate in critical and collaborative inquiries to gain multiple perspectives in interpreting research and for validation and peer review of research (collaboration; ethical leadership)
- 6) demonstrate integration of national and state standards for content and pedagogy as related to their research question(s) by reflecting on their own teaching practice and its impact on students' learning (SPA standards respective to students' discipline)
- 7) demonstrate skills in the application of technology and use of resources in action, teacher, or practitioner research (innovation)

Students will achieve these outcomes through the following objectives:

- 1) Prepare a research proposal that includes the research context, a problem statement, a research question and outcomes, and a data collection plan that makes explicit links between theory and practice. Students will brainstorm (in whole class and small group settings), give peer feedback online, self-reflect, and post a viable plan to conduct a research study in the classroom. Students will access resources and references, and

conduct a review of the literature. The proposal will be judged on its viability and level of practical application, given the time constraints of the semester.

- 2) Conduct an action, teacher, or practitioner research project in a local school or classroom. Students will prepare all data collection instruments to conduct the study. Prior to implementation, data collection instruments will be reviewed by peers and the instructor. Students will be assigned to research teams that will troubleshoot and provide support as data is collected. Results will be shared and students will provide feedback to each other on the presentation and interpretation of data.
- 3) Review professional strengths and weaknesses of the action, teacher, or practitioner research process through peer review and self-assessment. Students will participate in weekly online and/or face-to-face discussions of their progress throughout the research process.
- 4) Write an action, teacher, or practitioner research report (using APA format) that includes the context for the study, research question(s) and outcomes, a review of related literature, methodology, data collection/analysis, implications, limitations, and an action plan. Students will review example research reports from prior semesters. Students will post drafts of their complete report and its sections on Blackboard for peer and instructor review and feedback using the rubric used to assess the report. Students will present a summary of their report to their peers in brief in-class presentations and a poster session format at the end of the semester.
- 5) Work to identify one authentic, alternative, preferably contemporary media-based method through which you will share the results of your action, teacher, or practitioner research findings. Design and enact a presentation that moves the public understanding of your study and its findings along. You might highlight the very importance of action, teacher, or practitioner research or summarize the findings of your research efforts.

Professional Standards

This course is designed to enable students to demonstrate an understanding and application of subject area standards aligned with the National Content Standards and identified by their Specialized Professional Association (SPA):

- Social studies teachers: National Council for the Social Studies, <http://www.ncss.org>
- English teachers: National Council of Teachers of English, <http://www.ncte.org>
- Math teachers: National Council of Teachers of Mathematics, <http://www.nctm.org>
- Science teachers: National Science Teachers Association, <http://www.nsta.org>

Students should also have an understanding of and be able to apply the teaching and learning standards as outlined by the Interstate New Teacher Assistance and Support Consortium (INTASC), National Board for Professional Teaching Standards (NBPTS), and the National Technology Standards (NETS).

The Interstate Teacher Assessment and Support Consortium (InTASC)

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

National Board for Professional Teaching Standards (NBPTS)

Proposition 1: Teachers are committed to students and learning

Proposition 3: Teachers are responsible for managing and monitoring student learning

Proposition 4: Teachers think systematically about their practice and learn from their experience.

National Technology Standards (NETS)

Standard IV: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Standard V: Teachers use technology to enhance their productivity and professional practice.

Required Text

Falk, B. & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research*. Portsmouth, NH: Heinemann.

Additional Required Resources

Bautista, M.A., Bertrand, M., Morrell, E., Scorza, D., Matthew, C. (2013). Participatory action

research and youth: Methodological insights from the Council of Youth Research. *Teachers College Record*, 115, 1-23. Note: This article will be provided electronically.

Zenkov, K., Pellegrino, A., Sell, C., Biernesser, S., & McCamis, M. (2015). Picturing kids and “kids” as researchers: Preservice teachers and effective writing instruction for diverse youth and English language learners. *The New Educator*. Note: This article will be provided electronically.

Course Performance Evaluation

General

All assignments should be turned in via Blackboard on the due date indicated in the schedule below. The submission deadline for assignments is Monday midnight (US eastern standard time) each week. All projects must be typed, in 12-point font, with one-inch margins, double-spaced, in Times New Roman font, and follow APA guidelines. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe. I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.

Note: Please title each assignment with your last name, the name of the project/assignment, and the date you are submitting it (e.g., Smith_Literature_Review_Draft_9-1-12).

Attendance, Participation, and Peer Feedback (15 points)

Students are expected to attend *all* class periods of courses for which they register. Class participation—both in online and face-to-face settings—is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absences, tardiness, or early departures as de facto evidence of non-participation and as a result lower the grade. Participants are expected to read the assigned materials, complete online activities including pre-session Blackboard assignments, arrive promptly, attend all class meetings for the entire session, and participate in online and face-to-face class discussions. It is your responsibility to offer insights, questions, comments, and concerns from the readings; I suggest that you keep a reading log that includes both notes on and reactions to each reading. This log could also contain the field notes that you will take on your classroom as you complete your research project.

Absences and tardies—in both online and campus class sessions—will impact your grade. Two tardies are equal to one absence and missing 30% or more of class sessions will result in automatic course failure. Please turn off all mobile phones, computers, and pagers when you participate in our class.

If, due to an emergency, you will not be able to participate during a given week of class, please contact me as soon as possible and certainly prior to any face-to-face class time; it’s best to do so via my email or my mobile phone (410-599-4025). Students are responsible for obtaining information given during class discussions despite attendance.

Blackboard Discussion Participation (3 points x 5 Discussion posts=15 points)

Participants are expected to log onto Blackboard at least three times weekly. The Blackboard URL is <https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>. Each member of our class will be responsible for contributing at least one posting to each discussion, accompanied by one artifact that is related to the ideas and/or events described in your posting. Each class member will also be required to respond to at least two peers each week. Please post contributions by the end of the week in which the topic is discussed. Discussion postings should be thorough and thoughtful. Just posting an “I agree/disagree with your comment” or “I think the same” to someone else's thoughts is not considered adequate. *Note: Access to the Internet to search for resources and to engage in online course related activity is required approximately three times per week.*

Discussion #1

Post a brief biographical sketch introducing yourself to the class. Attach a photo of yourself, preferably a close-up of you in your work environment. Then respond to the following questions on the Discussion Board and upload one accompanying image or artifact that relates to the ideas or experiences you describe:

- What has your experience been in reading education research studies, reports or articles? How have they been beneficial?
- Have you conducted or taken part in a research project or study? If so, please describe the experience, including your role.
- What do you believe the benefits of conducting research in your own classroom might be?

Respond to your peers by the following Tuesday before class by commenting on a common area of interest or experience OR ask a clarifying question.

Discussion #2

Post answers to the following questions on the Discussion Board, then upload an artifact that relates to the ideas/experiences you describe:

- What are three to five research questions you might address with your research? Be sure that these are “how” questions rather than “yes/no” questions. With whom might you collaborate to conduct your project? In particular, how might you involve your students in your research project?
- Action, teacher, or practitioner research is often criticized because the outcomes are not generalizable. How might you respond to this concern in defending action, teacher, or practitioner research as a viable research method?

Respond to your peers by the following Tuesday before class by offering to collaborate if you have similar research ideas OR by providing feedback on their defense of action research.

Discussion #3

Post your response to the following questions on the Discussion Board, then upload an artifact that represents an example of the data you have collected so far:

- What will be your primary data collection methods? What will be your specific teaching interventions?
- How will you ensure that you have met any ethical challenges associated with conducting research on your teaching and followed your school's ethics policy regarding the collection of data?

- How will you TRIANGULATE the data collection in your study? What three sources will you consider for at least one of your research questions?
- How will you insure that your study is VALID and your data collection techniques are RELIABLE?

Respond to your peers by the following Tuesday before class with feedback on the research design of your peers—offer ideas or suggestions to make their post stronger.

Discussion #4

Post a response to the following questions on the Discussion Board, then upload an artifact that represents an example of the data you have collected so far:

- What is an example of the most interesting, surprising, consistent, or representative data you have gathered this week?
- What initial sense (analysis!) have you made of any data you collected this week or thus far?

Respond to your peers by the following Tuesday before class by commenting on the example of data they posted in their initial response.

Discussion #5

Post a response to the following questions on the Discussion Board, then upload an artifact that represents an example of the data you have collected so far:

- What sense (analysis!) have you made of any data you collected this week or thus far?
- What challenges do you anticipate facing in writing up the results of your final research project?
- What have been your top two or three questions about this action research work thus far? That is, questions about the PROCESS of doing action research, the challenges of doing it.

Respond to your peers by the following Tuesday before class by commenting on the challenges or questions posted in their initial response.

Action/Teacher/Practitioner Research Project Draft Components (15 points)

You will submit for instructor and peer review the following draft sections of your action, teacher, or practitioner research paper: introduction/contexts, literature review, methodology, findings, and discussion/action plan. Due dates of these drafts are listed in the schedule below, and the specific elements of these sections will be provided via samples, descriptions, and rubrics. Completing these draft elements will scaffold you toward completion of your final project—a very good thing.

Action/Teacher/Practitioner Research Project (60 points)

Participants will design and conduct an action, teacher, or practitioner research project that is relevant to their present or future teaching positions. Outlines, examples, descriptions, and rubrics of these projects will be provided. You will write a literature review and proposal for this project, collect and analyze preliminary data, and share the results of your study with both our class (and potentially an outside audience) in a PowerPoint presentation.

It is possible to partner with another student for the purpose of sharing data and researching different aspects of a common topic; each partner, however, must submit an original, stand-alone

report. Each participant will make an in-class ten-minute presentation (ungraded) on her/his project; an outline and examples of these presentations will be provided. Please note that projects or papers submitted for credit in another course cannot also be used for a grade in this course.

Your data sources for this project must include either (or both) of the following artifacts: 1) visual representations (images or photographs of your classroom, students at work, etc.); 2) copies of instruments/data sources—including a sample of those submitted by students; 3) data set; and 4) student feedback related to your research question and your teaching intervention.

When considering research topics, you should identify a research question that really matters to you. It should be something about which you are curious and with which you are willing to spend time researching and learning.

Action/Teacher/Practitioner Research Impact Presentation (10 points)

Working independently, you will identify an authentic, alternative, preferably contemporary media-based method through which you will share the impact of your teacher research—to an audience you care about and/or to an audience that you think should care about your teacher research work. While you will make a brief presentation of your individual research findings in class, the mission of this assignment is for you to design and enact a presentation that moves the public understanding of your study along. You might choose to create a presentation that highlights your project and findings. You might highlight the very importance of action, teacher, or practitioner research. You are encouraged to display and present these findings in an alternative setting and through creative means, with your primary goal being engaging in an exercise in demonstrating the significance of your research to the broader world. You may potentially share your project with the Secondary Program Faculty and members of the larger college or educational community.

Assessment and Mastery Grading

All assignments will be evaluated holistically using a mastery grading system; the general rubric is described below, and a specific rubric provided with each assignment. A student must demonstrate “mastery” of each requirement of an assignment; doing so will result in a “B” level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an “A” level score. With a mastery grading system, students must *choose* to “go above and beyond” in order to earn “A” level scores.

- 4 level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers’ efforts.
- 3 level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- 2 level score = Student provides cursory responses to assignment requirements. Student did not follow all format and component guidelines. Development of ideas is somewhat

vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.

- 1 level score = Student work is so brief that any reasonably accurate assessment is impossible.

Grading Scale

A = 95-100%

A- = 90-94%

B+ = 87-89%

B = 83-86%

B- = 80-82%

C = 70-79%

F = Below 70%

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member.

Assignments/Possible Points

Attendance, Participation, and Peer Feedback = 15 points

Blackboard Participation and Assignments = 10 points

Action/Teacher/Practitioner Research Project Draft Components = 15 points

- Introduction/Contexts
- Literature Review
- Methodology
- Findings
- Discussion/Action Plan

Action/Teacher/Practitioner Research Project (including presentation) = 60 points

Total = 100 point

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Secondary Education course with a required Tk20 performance-based assessment(s) (designated as such in the syllabus) is required to submit this/these assessment(s), the Teacher Research Project and Impact Presentation, to Tk20 through 'Assessments' in Blackboard (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Class Schedule

Details	Topic/Activity	Assignment due	Reading
Week 1 Jan 24 <i>Whole Class</i> 4:30-7:10 pm	<ul style="list-style-type: none"> • Introductions, course overview, syllabus, requirements • Introduction to action/teacher/practitioner research and Youth Participatory Action Research (YPAR) • Dissection of an Action Research Project and Timeline • Our research plans, interventions, and data collection methods 		
Week 2 Jan 31 <i>Whole Class</i>	<ul style="list-style-type: none"> • What is action research? • Choosing our research model—AR or YPAR • Dissection of an Introduction 	<ul style="list-style-type: none"> • Discussion Board Assignment #1 	<ul style="list-style-type: none"> • <i>Power</i>, Ch. 1, 2, 9 • Bautista, et al article • Zenkov, et al YPAR project
Week 3 Feb 7 <i>Whole Group</i>	<ul style="list-style-type: none"> • What teaching/learning questions might we address? • Developing research questions, research plan, and intervention • Dissection of a Literature Review • Ways to gather baseline data on your class/students 	<ul style="list-style-type: none"> • Discussion Board Assignment #2 • Draft Introductions/Contexts 	<ul style="list-style-type: none"> • <i>Power</i>, Ch. 3, 4, 5 & 6 • Identify 2 articles related to your desired research question • Be prepared to discuss
Week 4 Feb 14 <i>Online Round #1</i>	<ul style="list-style-type: none"> • Refining research questions, research plan, and intervention • Dissection of a Methodology • Developing research plan • Practice gathering baseline data on your class/students 	<ul style="list-style-type: none"> • Peer feedback on draft Introductions/Context section 	<ul style="list-style-type: none"> • <i>Power</i>, Ch. 3, 4, 5 & 6 • Identify 2 research articles-come prepared to discuss

<p>Week 5 Feb 21 <i>Green Group</i> <i>BlueJeans</i> <i>Conferences</i> <i>Round #1</i></p>	<ul style="list-style-type: none"> • Refining research question, research plan, and intervention • Data collection! • Gathering baseline data on your class/students 	<ul style="list-style-type: none"> • Discussion Board Assignment #3 • Draft Literature Reviews 	<ul style="list-style-type: none"> • Identify 2 research articles-come prepared to discuss
<p>Week 6 Feb 28 <i>Gold Group</i> <i>BlueJeans</i> <i>Conferences</i> <i>Round #1</i></p>	<ul style="list-style-type: none"> • Refining research question, research plan, and intervention • Dissection of a Methodology • Classroom data collection! 	<ul style="list-style-type: none"> • Peer feedback on draft Literature Reviews 	<ul style="list-style-type: none"> • Identify 2 research articles-come prepared to discuss
<p>Class 7 March 7 <i>Whole Group</i></p>	<ul style="list-style-type: none"> • Our research plans, interventions, and data collection methods • Dissection of a Findings section • Classroom data collection! 	<ul style="list-style-type: none"> • Draft Methodologies 	<ul style="list-style-type: none"> • <i>Power Ch 7 & 8</i> • Identify 2 research articles-come prepared to discuss
<p>March 14 Spring Break</p>	<ul style="list-style-type: none"> • Classroom data collection! 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • <i>None</i>
<p>Class 8 March 21 <i>Individual</i> <i>Blue Jeans</i> <i>Conferences</i></p>	<ul style="list-style-type: none"> • Individual Conferences • Classroom data collection! 	<ul style="list-style-type: none"> • Peer feedback on draft Methodologies 	<ul style="list-style-type: none"> • Identify 2 research articles-come prepared to discuss
<p>Class 9 March 28 <i>Green Group</i> <i>BlueJeans</i></p>	<ul style="list-style-type: none"> • Our data analyses, patterns, outliers, and findings • Dissection of a Discussion section • Classroom data collection! 	<ul style="list-style-type: none"> • Discussion Board Assignment #4 • Draft Findings 	<ul style="list-style-type: none"> • Identify 2 research articles-come prepared to discuss
<p>Class 10 April 4 <i>Gold Group</i> <i>BlueJeans</i></p>	<ul style="list-style-type: none"> • Our data analyses, patterns, outliers, and findings • Dissection of a Discussion section • Classroom data collection! 	<ul style="list-style-type: none"> • Peer feedback on draft Findings 	

Class 11 April 11 <i>Online</i>	<ul style="list-style-type: none"> • Peer review and feedback using a assignment rubric 	<ul style="list-style-type: none"> • Discussion Board Assignment #5 • Draft Discussions • SLMDD Time: Slides, Methods, Data, Drafts 	
Class 12 April 18 <i>Blue Jeans Green Group</i>	<ul style="list-style-type: none"> • Our data analyses, patterns, outliers, and findings • Returning to the whole research project • Research presentation requirements • Course evaluations • Polishing the paper 	<ul style="list-style-type: none"> • Peer feedback on draft Discussions • SLMDD Time: Slides, Methods, Data, Drafts 	<ul style="list-style-type: none"> • <i>Power</i>, Ch. 7-8
Class 13 April 25 <i>Whole Class</i>	<ul style="list-style-type: none"> • Research presentations 	<ul style="list-style-type: none"> • Research presentations 	<ul style="list-style-type: none"> • None!
Class 14 May 2 <i>Whole Class</i>	<ul style="list-style-type: none"> • Research presentations 	<ul style="list-style-type: none"> • <i>Final research projects and presentations due to Blackboard/Tk 20 by May 5th</i> 	<ul style="list-style-type: none"> • None!
Class 15 May 9	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • None!

Note:
Faculty reserves the right to alter

the schedule as necessary, with notification to students

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. (See Secondary Education Handbook.)

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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://courseessupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see

<http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

Human Subjects Research Review Process

Any research or action, teacher, or practitioner research that will be publicly disseminated must have prior approval of the GMU Human Subjects Review Board (HSRB). Action, teacher, or practitioner research that is used solely for the purpose of studying pedagogical aspects may be conducted without additional permission but cannot be disseminated. Detailed information on what is involved in submitting a proposal to the Review Board is available from the following web site: <http://oria.gmu.edu/>

EDUC 675 Research in Secondary Education
Teacher Research Project Description and Assessment Rubric (60 points)
(Includes suggested page lengths for each section)

Title Page and Abstract (2 points possible)

Your title can be as creative as you like—take researcher/artistic license with this. In 125 to 150 words, what was your study about? What was your major finding? An abstract writing strategy: take one sentence from each section of your final project (introduction, literature review, methodology, findings, and discussion) to craft the perfect abstract.

Consider the following questions as you draft your title and abstract:

- 1) Have you provided a single, articulate, concise paragraph of no more than 150 words?
- 2) Does your abstract concisely describe your purpose and the context, method, key findings, and significance of your research?

Suggested 2 pages: 1 page for title, 1 page for abstract				
Rubric Score	Does not meet expectations 1	Approaches expectations 2	Meets expectations 3	Exceeds expectations 4
Title and Abstract	Project is so brief, incomplete, or off-topic that any reasonably accurate assessment is impossible.	Project includes only general statements about the study. Information on methods and procedures to be followed is sketchy or missing. Falls short of 150 words or greatly exceeds the 150-word limit	Project includes an identifiable summary (max 150 words) that addresses the purpose of the study. Touches on methods and procedures to be followed, but is not sharply focused.	Project includes a concise (max 150 words) summary that reports factually on the purpose of the study and the methods and procedures to be followed.

Introduction, Rationale, Area of Focus, and Research Questions (5 points possible)

Briefly describe the setting, including the community, school, students, and other relevant information. Demographic information in your introduction should focus on your school, while demographic information in your methodology should focus specifically on the students you worked with in your study. What is the purpose of your study? What problem or issue are you addressing? Describe why the concerns are important to you and what your research might help you learn as a result of its conduct. What is its background and significance? What is (are) your research question(s)? Do you have a hypothesis? If so, what is it and how did you formulate it? Be sure that your research questions steer you toward a descriptive response. Consider the following questions as you draft your introduction, rationale, area of focus, and research questions:

- 1) Have you explained the outgrowth of your study?
- 2) Have you offered perspectives that shaped this question for you?
- 3) Have you situated the study in terms of explaining the outgrowth of these questions in the

context of your work? (e.g., your students, classroom, school, district)

- 4) Have you clearly and concisely explained why this research is important? Have you addressed the broader educational and social significance of this research?
- 5) Have you clearly and concisely stated the research problem?
- 6) Have you clearly and concisely stated your main research question and any sub-questions?

Suggested 3-4 pages				
Rubric Score	Does not meet expectations 1	Approaches expectations 2	Meets expectations 3	Exceeds expectations 4
Introduction, Rationale, Area of Focus, and Research Questions	Project is so brief, incomplete, or off topic that any reasonably accurate assessment is impossible.	Project includes minimal information on the context/theoretical framework for the study. Does not offer a rationale for the study's execution, or does so only superficially. Explicitly states the research question and purpose of the study.	Project includes an adequate context/theoretical framework for the study and a defensible rationale for its execution, though one or both may be weakly developed. Explicitly states the research question and purpose of the study.	Project includes a sound context/theoretical framework for the study and a compelling rationale for its execution. Clearly and explicitly states the research question and purpose of the study.

Literature Review (8 points possible)

In order to properly address a research question you need to be familiar with previous investigations of your topic. You should conduct a literature review in which you cite and synthesize a minimum of ten (10) sources and discuss how they informed your design. Teacher research appeals to a broad range of research resources, including reports of teachers' experiences. Transitions should connect one annotated source with the next. At the end of the literature review, include a one-paragraph summary of the major discoveries in your review, connecting these to the focus of your study. References must be from refereed journals, books (generally not textbooks), curriculum resources, and scholarly compilations. NOTE: The literature review should emphasize synthesis and analysis (Bloom, 1956, 1984). *Use direct quotes very sparingly.* Craft your literature review as a story of the study of your topic. Consider the following questions as you draft your literature review:

- 1) Did you conduct an ongoing literature review which informed your research?
- 2) Is the review relevant and connected to your study?
- 3) Is the review adequate, coherent, and analytical?
- 4) Does the review include references from a variety of sources?
- 5) Is the review integrated into a conceptual framework with a mapping of the theories, literature, and phenomena that help to inform your study?

Suggested 4-6 pages				
Rubric Score	Does not meet expectations 0	Approaches expectations 1	Meets expectations 2	Exceeds expectations 3
Literature Review	Project is so brief, incomplete, or off-topic that any reasonably accurate assessment is impossible.	Project includes fewer than 8 peer-reviewed cites, published reports of empirical research. Does not explicitly highlight gaps in the literature to which the proposed study will respond. Summarizes cited works sequentially, rather than synthesizes and organizes them thematically. Relies heavily on direct quotes.	Project includes at least 8 peer-reviewed cites, published reports of empirical research. Highlights gaps in the literature to which the proposed study will respond. Organizes the literature by identifiable themes, although organization within themes may follow no clear or consistent pattern of presentation. Attempts to synthesize referenced sources. Uses few direct quotes.	Project includes at least 10 peer-reviewed cites, published reports of empirical research. Highlights gaps in the literature to which the proposed study will respond. Organizes the literature by clearly identifiable themes, proceeding from general to more specific within each theme. Effectively synthesizes referenced sources, using few, if any, direct quotes.

Description of the Method (15 points possible)

In this section describe how you implemented your research. Include a description of subjects (i.e., students, teachers, administrators), the context of the research, the strategies and materials (put sample material in an appendix), the number and total time of each research session, and a complete description of the methodologies. Repeat your question(s) in this section—remind us often what you are studying. Describe how you selected your subject sample—why did you choose these individuals and who are they, in terms of gender, ethnicity, age, grade level, language/culture, and educational achievement? Describe ALL of your methods, including what influenced the selection of your methodology and design, what measures you took to assure the validity of your study, and how you triangulated your data. Be sure to include a table and timeline of your methods—what you collected and when. Be sure to describe what type of data you collected—for example, did you do a needs assessment (e.g., via a test) to address student achievement, and then design and implement a new instructional strategy? Or did you observe a group of students to see how they behaved in a particular context, and then interview them to ascertain their reasons? Did you do a series of in-depth interviews with students or teachers? How do the data relate to your research question? How do they relate to your masters

curriculum? Finally, describe how you planned to make sense of—analyze—your data in light of your research question(s). Provide rich descriptions of HOW you reviewed your data, the themes that became apparent in your reviews, and your ultimate findings.

Consider the following questions as you draft your literature review:

- 1) Have you described your research context, including your community, school, and classroom contexts?
- 2) Have you included demographic information of participants?
- 3) Did you include your reflection of the problem (e.g., behaviors observations, possible causes)?
- 4) Have you explained the reasons for your pedagogies based on your observations of your classroom and the literature reviewed?
- 5) Have you described in detail what data you collected, how you collected it, and when you collected it, including data generated from your pedagogies and strategies?
- 6) Are your data from multiple sources?
- 7) Did you include a description of the pedagogical strategies you enacted?
- 8) Did you explain how you analyzed your data?
- 9) Have you included and explained the role of your peers in your data interpretations and validation?
- 10) Did you explore using visuals and technologies for analyzing and displaying your findings in a coherent manner?

Suggested 4-6 pages				
Rubric Score	Does not meet expectations 1	Approaches expectations 2	Meets expectations 3	Exceeds expectations 4
Description of the Method	Project is so brief, incomplete, or off-topic that any reasonably accurate assessment is impossible.	Project includes explanation of the study design, procedures followed, sampling methods, and analytical tools (including any statistical tests), given the stated purpose of the study; explanations, however, are not fully developed. Mentions ethical issues raised by the study but addresses them only superficially.	Project includes explanation of the study design, procedures followed, sampling methods, and analytical tools (including any statistical tests), given the stated purpose of the study. Discusses ethical issues raised by the study and how they were addressed.	Project includes explanation and justification of the appropriateness of the study design, procedures followed, sampling methods, data collection and analytical tools (including any statistical tests), given the stated purpose of the study. Discusses ethical issues raised by study and explains how

				they were addressed.
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Results and Findings (15 points possible)

In this section, indicate what you discovered or found as a result of your data gathering. Focus on results that are related to your research concern and answer your research questions or shed light on your research hypotheses. Introduce your findings before you begin to describe them, and remind us of your research question again. Organize this section in a way that makes sense for your data/findings—by student, by theme, by data source, etc. Use illustrative examples from your data to **SHOW** us your findings. Use tables to summarize and **SHOW** us what you’ve learned. Focus on what’s truly interesting in your findings, even if you have limited data to support this. Feel free to use mini case studies to illustrate your findings, through the lens of a few students. Remember that the goal is to share what you learned about your teaching for yourself first; our goal is not **NECESSARILY** to extract findings that will be generalizable across **EVERY** teaching setting. Interpret your data in as much detail as possible, describing whether or not—or how—your findings corroborated your expectations. Were there any surprises in your findings? Can you think of alternative explanations for your findings?

Consider the following questions as you draft your results/findings:

- 1) Did you restate your research question and what was found through your research?
- 2) Are the findings thoroughly and adequately presented?
- 3) Is there convincing evidence to support your themes?
- 4) Is there connection and coherence among the separate themes?
- 5) Did you explain your findings to peers and colleagues to gain their perspectives on your interpretations?

Suggested 8-12 pages				
Rubric Score	Does not meet expectations 1	Approaches expectations 2	Meets expectations 3	Exceeds expectations 4
Results and Findings	Project is so brief, incomplete, or off-topic that any reasonably accurate assessment is impossible.	Project includes reporting and interpretation of narrative and numerical data with little apparent concern for accuracy and objectivity. Analytical tools are inappropriate to the methodology. Provides, at best, tenuous links between study	Project includes reporting and interpretation of narrative and numerical data accurately, objectively, and concisely. For the most part, analytical tools are appropriate to the methodology. Does not highlight explicit links between study outcomes,	Project includes reporting and interpretation of narrative and numerical data accurately, objectively, and concisely using analytical tools appropriate to the methodology. Highlights explicit links between study outcomes, hypotheses (if

		outcomes, hypotheses (if stated), and the original research question.	hypotheses (if stated), and the original research question; however, such links may logically be implied.	stated), and the original research question.
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Discussion, Reflection, Implications, Recommendations, Impact Presentation, and Action Plan (10 points possible)

In this section reflect on the findings of your data collection and discuss what they might mean to you as a teacher and teacher researcher. What did you learn from the study? How did it relate to your masters curriculum? How will it influence your teaching—that is, based on the results and themes that emerged from the study, what changes will you make in your teaching? How will you share these findings with others—specifically, how did you share your project and its results via your “Impact Presentation”? What are the implications for future research? Speculate on what it would mean if your data pointed in one direction versus another. Again, focus on what’s truly interesting in your data/findings, even if you have limited information to support this. Make some bold recommendations for how we might serve students better. Be sure to describe what all of this information—the teacher research process, your data, your findings—mean to you as a professional and a person. Describe how you might share the findings of your paper—with your principal, your grade level team, other teachers who are working with these students, use it in a workshop, claim it as an area of expertise on your resume, etc. Be sure to describe potential implications of your study and its findings for other teachers and for education policymakers.

Consider the following questions as you draft your discussion, reflection, implications, recommendations, and action plan:

- 1) Have you adequately explained the implications of your study for your students’ learning?
- 2) Have you adequately explained the implications of your study for your professional development?
- 3) Have you adequately explained the implications of your study for your teaching and reframing of your practice?
- 4) Have you adequately explained the implications of your study for the education field?
- 5) Have you adequately explained the relevance of your study for national and state education standards?
- 6) Have you discussed any limitations?
- 7) Have you identified areas for future research possibilities?

Suggested 4-6 pages				
Rubric Score	Does not meet expectatio	Approaches expectations	Meets expectations	Exceeds expectations
	2	3	4	

	ns 1			
Discussion, Reflection, Implications, Recommendations, and Action Plan	Project is so brief, incomplete, or off topic that any reasonably accurate assessment is impossible.	Project addresses practical implications of study findings including how they will be shared with others. Attempts to discuss threats to validity, but does so superficially and/or fails to offer antidotes. Does not consistently support assertions or interpretations using sound arguments consistent with study findings. Does not describe recommendations for future research, or how results will be applied in practice.	Project addresses theoretical/practical implications of study findings including how they will be shared with others. Highlights threats to validity, reporting on how they were addressed. Supports assertions/interpretations using sound arguments consistent with study findings. Does not describe recommendations for future research, or how results will be applied.	Project includes evaluation of the study's strengths and weaknesses. Addresses theoretical/practical implications of study findings including how they will be shared with others. Highlights threats to validity, reporting on how they were addressed. Supports assertions/interpretations using sound arguments consistent with study findings. Describes recommendations for future research, and how results will be applied in the practice.

References, Appendices, Writing Styles, Mechanics, and General Notes (5 points possible)

Include a complete list of references in APA format. Append all appropriate materials, including, if relevant, any questionnaires, inventories, assessments, sample student work, etc. Include at least one example of each tool you use—it's ideal to include one blank version and one version completed by one of your research subjects. In addition, follow these general guidelines:

- The model for your study report is not a masters thesis nor traditional class research paper, but rather an article prepared for submission to a journal that focuses more on practice than theory.
- You may find it helpful to select a journal whose research emphasis and readership match

your research topic and follow its manuscript submission criteria.

- It is expected that the entire project will be described in a 25-30 page paper; please do not exceed the 30-page limit.
- Write in the past tense as much as it makes sense to do so
- Your paper does not have to be anonymous; you can include names, as this is an internal document and will not be shared anywhere outside of our class
- Be sure to make a personal and professional connection to your topic and project
- Citations are not necessary in the introduction
- Feel free to revise your questions based on data, to make these questions more focused

Consider the following questions as you draft your references and appendices and consider the overall writing quality of your paper:

- 1) Did you follow the APA style for the report for a running head, page numbering, references, citations, and the appendix?
- 2) Does the report include a title page with project title, author's name, and author's professional affiliation?
- 3) Are references current and from different sources?
- 4) Are all references cited in the research report included in the references? Have you provided a complete reference list of all print and non-print (Internet) references?
- 5) Is the report coherent, concise, and well structured with a clear purpose?
- 6) Is the report grammatically correct with proper usage of language?
- 7) Does the report have your distinctive focus and voice? Have you used professional language (i.e., no jargon)? Have you written in an accessible style and presentation?

Rubric Score	Does not meet expectations 1	Approaches expectations 2	Meets expectations 3	Exceeds expectations 4
References, Appendices, Writing Styles, Mechanics, and General Notes	Paper is so brief, incomplete, or off-topic that any reasonably accurate assessment is impossible.	Paper falls short of accepted standards for master's level composition. Drafting errors and error patterns are widespread. Voice, verb tense, and writing style vary from section to section. Technical terms are used incorrectly and/or imprecisely, reflecting only a rudimentary understanding of the underlying concepts. Text is formulaic, relying heavily on paraphrases and "borrowed" materials not formally cited. Transitions are weak, contributing to an apparent lack of direction. Paper does not adhere to formatting specifications provided in course text and materials. Citations and references page do not follow APA style.	Paper is well written with few notable drafting errors. Voice, verb tense, and writing style are generally consistent with few exceptions that do not substantially diminish readability. Most technical terms are used correctly, reflecting adequate understanding of the underlying concepts. Text is original, but opinions and propositions are not consistently supported by logic and references to published research. Transitions do not connect sections seamlessly but do not substantially diminish readability. Paper does adhere to formatting specifications provided in course text and materials. Citations/references page do not follow APA style.	Paper is well written with no notable drafting errors. Voice, verb tense, and writing style are consistent throughout. Technical terms are used precisely and accurately, reflecting a firm understanding of underlying concepts. Text is original; opinions and propositions are supported by strong logic and formal references to published research. Sections are linked with unifying transitions, giving the report a clear sense of direction. Paper adheres to formatting specifications provided in course text and materials. Citations/references page follow APA style.

Grading Scale for Research Project

A+ 60 points: Substantially meets the project and report requirements. All criteria are addressed fully.

A 56-59 points: Meets the project and report requirements. Criteria adequately addressed.

A- 55-54- Meets some, but not all, of the project and report requirements. Weaknesses in addressing some of the criteria.

B- 53 points:

C- 53 points and below: Does not meet the project and report requirements. Weaknesses in addressing the majority of the criteria.

Please note that B- is not a passing grade

Bibliography

English Exemplar Action/Teacher/Practitioner Papers

Atallah, M. (2016). *Social Justice and Student Engagement*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Dwyer, E. (2014). *Reading techniques and popular culture*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Howick, D. (2016). *Determining the Appropriate Usage Level of Technology in the English Classroom*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Kendrick, L. (2016). *Bellringers and Journaling: English Class as a Tool for Personal Growth*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Lima-Whitney, A. (2014). *Proofreading understanding, attitudes & practice*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Mitro, C. (2014). *Effective Strategies for Teaching Shakespeare: Getting High School Students to Connect With and Internalize the Bard*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Newman, K. (2015). *Empowering Student Voice by Applying a Social Justice Perspective to the Study of Literature*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Patterson, J. (2014). *Effects of reading interventions on reading comprehension, reading fluency, and attitudes toward reading*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Riddick, A. (2016). *Meaningful Feedback in Today's Classrooms*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Steele, L. (2015). *Literacy Skills, Self-Efficacy and Self-Reflection*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Tate, M. (2016). *"Imagination on Paper": How Creative Writing Warm-ups Can Be Used Effectively in an English Classroom*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Townsend, S. (2013). *ANOTHER homework assignment? Increasing homework motivation in*

the middle school classroom. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Social Studies Exemplar Action/Teacher/Practitioner Papers

Aguirre, R. (2015). *Comparing the Effectiveness of Guided Notes in Traditional and Block Schedule Classes*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Barton, S. (2014). *Effectiveness of Informal Mentoring on Vulnerable Learners*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Green, O. (2016). *Integrating Technology as a Student Motivator*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Viccora, M. (2016). *A Ticket to Rise: How Focusing on Fundamental Study Skills May Lead to Better Multiple-Choice Test Results, Improved Study Habits, Increased Confidence, and All of the Above*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Weatherholtz, N. (2015). *Types of Assessments in a Classroom of Diverse Learners*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Science Exemplar Action/Teacher/Practitioner Papers

Araneo, K. (2016). *Implementing Goal Setting Strategies in an Online Learning-Centered Classroom to Build Motivation and Promote Student Success*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Leathart, S. (2012). *A Slice of Pizza: The Use of Authentic Contexts in a High School Biology Class*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

McNeive, R. (2015). *Supportive Study Groups and its Impact on Academic Achievement*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Polen, C. (2014). *Particle physics: An essential and engaging part of the program*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Snow, L. (2015). *Explicit Teaching of Reading Comprehension Strategies to Improve Content Literacy in Biology*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Sutton, M. (2015). *Classroom Climate Interventions: Building a Sense of Community in the Classroom*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Walsleben, K. (2012). *Student-teacher relationships and their effect on student engagement and achievement*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Math Exemplar Action/Teacher/Practitioner Papers

Baney, C. (2015). *Understanding the Numbers through the Words: Improving Literacy in the Math Classroom*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

- Brand, M. (2014). *Station teaching co-teaching method*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.
- Hahne, C. (2012). *Confidence + Good Grades = Success!: Defining and Promoting Student Success in Mathematics Through the Use of Self-Monitoring and Progress Tracking*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.
- Long, L. (2013). *Mathematical proficiency through problem-solving*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.
- ESOL Exemplar Action/Teacher/Practitioner Papers***
- Lancia, A. (2013). *Electronic Portfolios: 21st Century Assessment Tools for Early Childhood Learners*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.
- McCusker, D. (2013). *Using movement to explicitly teach vocabulary to first grade English language learners*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.
- Peckenham, E. (2013). *"I know that I'm use water for somethink": A study of self-assessment in a third grade science classroom*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.
- Sharp, R. (2012). *Learn with your friends: Literature circles with English Language Learners in Africa*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.
- Stone, K. (2013). *The "art" of mother tongue inclusion: Its effect on achievement, self-esteem and identity*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.
- Vranas, J. (2013). *Combating the "Bueller effect:" A study of the effects of homogeneous ability grouping on confidence and participation*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Note: Additional readings available online and/or in class; we may substitute other teacher research projects for those listed above, but these will also be provided electronically and free-of-charge. You will also need access to a computer, with web, email, and printing privileges.

Recommended Texts

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

Note: APA guidelines are available online at <http://owl.english.purdue.edu/owl/resource/560/01/>

Resources

Articles and Books

Arhar, J., Holly, M. & Kasten, W. (2008). *Action research for teachers: Traveling the yellow brick road*, (3rd ed.). Upper Saddle River, New Jersey: Merrill Prentice Hall.

Bell, J. (2005). *Doing your research project: A guide for first-time researchers in education and social science* (4th ed.). 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.
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- 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> and ordered online at <http://books.heinemann.com/products/E00713.aspx>.
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- Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. *Educational Research*, 35(7), 3-12.
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General Websites

- George Mason University Library: <http://library.gmu.edu/>
- What Kids Can Do: www.whatkidscando.org
- Through Students' Eyes: www.throughstudenteyes.org
- International Visual Sociology Association (IVSA): www.visualsociology.org

Action/Teacher/Practitioner Research/Research Websites

- http://gse.gmu.edu/research/tr/tr_action/
- <http://www.scu.edu.au/schools/gcm/ar/arp/arfaq.html>
- <http://www.lupinworks.com/jn>
- <http://www.drawntoscience.org/educators/action-research/what-is-action-research.html>
- <http://www.accessexcellence.org/LC/TL/AR/>
- <http://www.standards.dfes.gov.uk/ntrp/>

- <http://www.teacherresearch.net/>
- <http://www.gmu.edu/departments/english/composition/wits/research/index.html>
- <http://library.gmu.edu/mudge/Dox/basics.html>

Data Collection Tools

- Go to Googledocs, then "spreadsheets" to create survey
- Survey Monkey: <http://www.surveymonkey.com/home.asp>

National Reports and Test Reporting Centers

- The Nation's Report Card/National Assessment of Educational Progress: <http://nces.ed.gov/nationsreportcard/>
- National Center for Educational Statistics: <http://nces.ed.gov/help/sitemap.asp>
- TIMSS and PIRLS (The International Math and Science Study and International Literacy Study): <http://www.timss.org/>

Virginia State Standards

- Virginia Department of Education: <http://www.pen.k12.va.us/>
- State of Virginia, SOL Resources: <http://www.pen.k12.va.us/VDOE/Instruction/sol.html>
- State of Virginia Standards of Learning Test Information: <http://www.pen.k12.va.us/VDOE/src/SOLassessments.shtml>