



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

Spring 2017

EDSE 590 DL2: Special Education Research

CRN: 18080, 3 – Credits

<b>Instructor:</b> Dr. Kristy Park	<b>Meeting Dates:</b> 01/23/17 – 05/17/17
<b>Phone:</b> 703.993.5251	<b>Meeting Day(s):</b> Asynchronous
<b>E-Mail:</b> kparkc@gmu.edu	<b>Meeting Time(s):</b> Asynchronous
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> Internet
<b>Office Location:</b> Finley 100 (Fairfax campus) or Blackboard Collaborate (virtual meeting space)	<b>Other Phone:</b> N/A

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

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**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.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours 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 teacher candidates/students should

contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/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.

### **Course Delivery Method**

Learning activities include the following:

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

This course will be delivered online (76% or more) using an asynchronous format, optional use of Blackboard Learning Management system (LMS) housed in the MyMason portal can be used to create virtual meeting rooms to collaborate with colleagues or meet with your instructor. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available one week before the start of the semester at 8:00 am EST.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>

- Windows Media Player:  
<https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
- Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week:

Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.

- Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week.

- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with

classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- **Accommodations:**

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes**

Upon completion of this course, teacher candidates/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.

### **Course Relationship 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. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 5: Instructional planning and strategies (InTASC 7,8) & CEC Standard 6: Professional learning and ethical practice (InTASC 9).

### **Required Textbooks**

McMillan, J. (2016). *Educational Research: Fundamentals for the Consumer*, (7th ed.). Pearson. ISBN-13: 9780134013497

### **Recommended Textbooks**

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

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

## **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 590, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

### **Assignments**

#### **Performance-based Assessment (Tk20 submission required)**

None

#### **College Wide Common Assessment (Tk20 submission required)**

None

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

##### **Research Project: Research Review Paper**

The purpose of this review paper is to summarize the current state of knowledge on a topic area relevant in special education. This assignment can be done individually or in small groups (i.e., 3-4). There are several related tasks to complete the Final Research Review Paper, including: Overview of research (10 points), Annotated Bibliography (20 points), Research review paper (30 points), and presentation power point (10 points).

##### **Overview of Research**

Students will describe search criteria and list 10 articles onto a research table using a template provided. Students will organize the articles by theme, chronology, or methodology. Points are awarded for relevance, completion, accuracy, and thematic/chronological/methodological organization (10 points possible).

##### **Annotated Bibliography**

You will read the articles selected in the Literature Review Matrix assignment and summarize the findings in a written paper. For the 10 articles selected, provide a citation of the article that

includes a descriptive and evaluative paragraph. Use APA formatting for the reference list. Points are awarded for completion and analysis of 10 articles. (20 points possible)

### **Research Review Paper**

You will complete a research review paper of a topic area of your choice such as evidence-based practices for students with emotional disabilities, Autism, learning disabilities, etc. then limit your topic area by posing specific research questions. Using a collection of 10 intervention research studies, you write a literature review that includes the following components: introduction, methods, results, and discussion. The introduction will establish what we know and barriers of the educational problem. The method section will describe the techniques to search and decision making criteria to select the articles used in the review paper. The results section will summarize the themes, results, and findings of the articles selected for the paper. The discussion section will provide a reflective and analytical review to connect what we know, barriers, and proposal of future research to the research community. You will post sections of your paper on a Bb Research Review Wiki for peer and instructor feedback (30 points possible)

### **Review Paper Presentation**

Develop a power point presentation of your review paper, including all of the sections: introduction, method, results, and discussion. Points are earned on the clarity, organization, readability, and format. Remember to summarize key points rather than providing a detailed report. Use key points and words rather than acronyms. Classmates will be doing a virtual show of your presentation, narrated or animated variations are not required but may make your presentation more enticing (10 points possible)

### **Other Assignments**

#### **Discussion Board (DB)**

Students will read the DB prompt and respond to the question by the end of the week (Sunday at 11:59pm). To accurately and thoroughly respond to the questions, students will provide rationale based on the course text, readings, and/or your own experiences. After your post, respond to a classmate's post with agreements, disagreements, or an alternative perspective. There is a total of 4 points possible, two points for providing a statement and two points for responding to a classmate's post. See the schedule for due dates on the four DB opportunities (4 points each, total of 16 points possible).

In order to create a positive online community, remember to use respectful comments and dialogue. Respect diversity, use positive language, reframe from words or comments that could be construed to be—offensive toward others. Political, racist, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age. Emoticons and Texting: Social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from :- ) faces and c u l8r's. CAREFUL with your CAPS, Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody (NOT TO MENTION BEING HARD ON THE EYE). Feedback versus Flaming: Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be

tolerated. The same goes for profanity. The academic environment expects higher-order language.

### **CITI Module**

GMU Mandatory Training for Persons Conducting Research Using Human Subjects is accessed at <http://www.citiprogram.org>. Create a free log in and complete the seven learner modules in the Basic Course. This is required *prior* to conducting any research at Mason using human subjects.

### **National Center for Educational Research Group**

The Institute of Education Sciences and the National Center for Special Education Research has been funding research on a variety of topics in special education and has summarized the work on a number of these topics to provide comprehensive overviews of the ongoing and completed projects. In the following web link [http://ies.ed.gov/ncser/projects/research\\_summaries.asp](http://ies.ed.gov/ncser/projects/research_summaries.asp), there are 4 topic areas: Autism, Mathematics and Science in Special Education, Reading, and Professional Development. Groups are assigned by the first 6-7 individuals who self-enroll themselves into one of the topic areas.

As a group (i.e., 6-7), create a detailed outline of the research using the group wiki link located in Blackboard. This is worth 6 points. Points are awarded based on accuracy of the outline, description of practices, and information about research groups. Next, in small groups (i.e., 2-3), choose a category within the research summary and provide an overview of the research and practices related through a power point presentation. This part is worth 10 points, for a total of 16 possible points for the assignment.

### **Course Policies and Expectations**

#### **Attendance/Participation**

In this asynchronous course, students are expected to complete assignments on a weekly basis. Course week starts on Monday and all activities and assignments are due on Sunday at 11:59pm EST. All weekly materials and assignments are located on **Blackboard** course management system. Active attendance and participation is defined as on time submissions of activities.

#### **Late Work**

All assignments are due at 11:59 pm EST on the date listed in the syllabus. Assignments are late when submitted past the date and time listed. For discussion board posts, students will receive half the point value (2 pts) when submitted within 2 weeks of the due date and 0 points when submitted after the third week. For other graded assignments, there is a 10% deduction each week starting each Monday.

### **Grading Scale**

Course Requirements	Point Value	End of week Sunday at 11:59pm EST
Participation Activities		
Discussion board (4 opportunities, 4 points each)	16	Weeks 1, 3, 9, & 12

National Center for Special Education Research Group - Comprehensive Summary (worth 6 points) - Intervention/practice Power point (worth 10 points)	16	Week 8
Final Research Project: Research review paper		
WIKI Posts (8 opportunities, 4 points each)	32	Weeks 3, 4, 5, 6, 8, 11, 12, 15
Overview of research	10	Week 4
Annotated Bibliography	20	Week 7
Research review paper	30	Week 13
Presentation Power point	10	Week 14
Other		
CITI Module	10	Week 2
Total		144 points

Grade	Points	Range
A	135-144	94-100%
A-	130-134	90-93%
B+	124-129	86-89%
B	115-123	80-85%
C	101-114	70-79%
F	100 and below	69%-below

## Professional Dispositions

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Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

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



## Core Values Commitment

The College of Education and 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- 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/>).
- 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/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources.

Students in need of these services may contact the office by phone (703-993-5376). 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://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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

### Class Schedule

**Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.**

<b>Date</b> Week Starts on Monday, ends on Sunday	<b>Learning Module</b>	<b>Textbook Readings</b>	<b>Due Sunday at 11:59</b>
Week 1 January 23	1. Introduction to research methods in special education		<b>DB 1</b>
Week 2 January 30	2. Literature searches & reviews	Chapter 1 (pp.2-17)	<b>CITI Module</b>
Week 3 February 6	3. Empirical article anatomy. Research problem & questions	Chapter 3	<b>Research Review Wiki:</b> Research Topic  <b>DB 2</b> (Literature Search Scavenger Hunt required to complete)
Week 4 February 13	4. Experimental research designs: Group Research	Chapter 1 (pp. 17-26) Chapter 2	<b>- Overview of Research</b> <b>- Research Review Wiki:</b> Purpose Statement & Research Questions
Week 5 February 20	5. Experimental research designs: Single-subject Research	Chapter 4 and Chapter 9 (about Group Research only!)	<b>Research Review Wiki:</b> Introduction Section Draft
Week 6 February 27	1. Research components Part I: Participants & variables	Chapter 9 (about Single Subject Research only!)	<b>Research Review Wiki:</b> Method Section Draft

Week 7 March 6	7. Research components Part II: Educational measurements & data collection	Chapter 2 (pp. 54-59) Chapter 5	<b>Annotated Bibliography</b>
March 13	<i>Spring Break</i>		
Week 8 March 20	8. Discussion and conclusions. APA 6th edition style	Chapter 7 Chapter 10	- Ntl Ctr for Sped Research - <b>Research Review Wiki:</b> Results and Discussion Section Draft
Week 9 March 27	9. Mini-Research Proposal work time	Chapter 15	<b>DB 3: Bust a myth</b>
Week 10 April 3	10. Qualitative research designs	Chapter 11 & 12	Nothing is due
Week 11 April 10	11. Non-experimental quantitative research designs: Survey research		<b>Research Review Wiki:</b> Final Research Review Draft
Week 12 April 17	12. Work on Research Review Paper	Chapter 8	<b>DB 4: Peer Feedback</b> <b>Research Review Wiki:</b> Reference List in APA Format
Week 13 April 24	13. Mixed methods research designs		<b>Final Research Review Paper Due</b>
Week 14 May 1	14. Intelligent Research Consumer/Action research	Chapter 13	<b>Review Paper Power point</b>
Week 15 May 8	15. Final Assignment	Chapter 14	Course Evaluation <b>Research Review Wiki:</b> Research show

## **Assessment Rubric(s)**

Performance-based Common Assignment

Final Research Project: Research Review Paper

### Scoring Rubric

Criterion	Below Expectations (0-1)	Meets Expectations (2)	Exceeds Expectations (3)	Score
<b>Introduction</b>				
Relevance	Relevance of the topic area is not established/missing	Topic area is relevant to the field and rationale provided to why it was chosen	N/A	/2
Summary of past research	Missing or incorrect article summary to establish past research and the general issue or problem.	2 articles summarized to establish past research, conflicts in theory or the general issue or problem.	3+ articles summarized to establish past research, conflicts in theory or the general issue or problem	/3
Barriers/problem	Missing or incorrect identification of the general issue or problem.	1 error in the identification of the general issue or problem.	Correct (0 errors) in identification of the general issue or problem.	/3
<b>Method</b>				
Search procedures	Missing or incomplete description of search procedures and decision-making criteria for article section	Broad description of search procedures and incomplete/ inaccurate decision-making criteria for article section	Step by step description of search procedures and decision-making criteria for article section	/3
<b>Results</b>				
Organized by chronology, theme, or method	No categories to establish chronology, theme, or methodology	Incomplete statement of the categories and/or missing rationale to establish chronology, theme, or methodology	Clear statement of the categories and rationale to establish chronology, theme, or methodology	/3
Visual representation of the findings	Incomplete or missing visual table of findings	1 error in the Incomplete or visual table of findings	0 errors visual table of findings	/3

<b>Discussion</b>				
Synthesis	Missing or incomplete sources of evidence. Opposing positions, arguments, or past findings are not discounted/supported	Synthesis supported with multiple sources (2) of evidence. Opposing positions, arguments, or past findings are discounted/supported	Synthesis supported with multiple sources (3+) of evidence. Opposing positions, arguments, or past findings are discounted/supported	/3
Research implications	Future directions for research is incomplete/not described or missing	Future directions for research is described, disconnected from the barriers, gaps, or problems described in the introduction	Future directions for research is described based on the barriers, gaps, or problems described in the introduction	/3
<b>Overall</b>				
Professional writing	3+errors in writing style	1-2 errors in writing style	No errors in writing style	/3
APA format and referencing	3+errors in APA format or referencing	1-2 errors in APA format or referencing	0 errors in APA format or referencing	/3
Self-assessment	Self-assessment of this rubric was not completed/missing	Self-assessment of this rubric was completed	N/A	/1
<b>TOTAL</b>				<b>/30</b>

Exemplary paper (27-30 points): Meets all of the criteria above.

Adequate paper (24-26 points): Good overall paper, lacking in one or two of the criteria for an exemplary paper.

Marginal paper (21-23 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 (1-20 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
27 - 30	24 - 26	21 - 23	<20	0