



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

Spring 2019
EDSE 590 DL2: Research in Special Education
CRN: 13161, 3 – Credits

Instructor: Dr. Carolyn Iguchi	Meeting Dates: 1/22/2019 – 5/15/2019
Phone: 703-628-3187	Meeting Day(s): Online
E-Mail: chollan2@gmu.edu	Meeting Time(s): N/A
Office Hours: By appointment	Meeting Location: N/A
Office Location: N/A	Other Phone: N/A

****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.

Prerequisite(s): None

Co-requisite(s): None

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. Offered by Graduate School of Education. May not be repeated for credit.

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

This course will be delivered online (76% or more) asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. 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 on January 22, 2019.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

To get a list of supported operation systems on different devices see:

https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: 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 3 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, 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 Textbook

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

Recommended Textbooks

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

Required Resources

Access to the George Mason University's BlackBoard site for the EDSE 590 course.

Additional Readings

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

Course 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). Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

None

College Wide Common Assessment (TK20 submission required)

None

Performance-based Common Assignments (No Tk20 submission required)

Final Research Project: Research Review Paper

Other Assignments

1. Students will complete class readings to include a supplemental set of articles that reflect current special education research trends and will explore different methodologies in published special education research.
2. Class activities and discussions – 111 points. Students will participate in class activities and interactive quizzes in order to practice literature searches, reviews, and relevant research applications. In addition to biweekly class activities, students will work on the final research project in smaller sections to be posted on discussion boards for peer feedback. This work is designed to help students prepare for their final Research Review Paper assignment one step at a time. As part of class activities, students will provide constructive feedback to classmates on their drafts of the literature review introduction and method, and results and discussion sections and final draft.
3. Human Subjects CITI Training Module Completion – 5 points. GMU Mandatory Training for Persons Conducting Research Using Human Subjects is accessed at <http://www.citiprogram.org> . Seven learner modules in the Basic Course are required prior to conducting any research at Mason using human subjects.
4. Research Application: Mini-Project – 20 points The research application mini-project is designed to provide experience in designing, implementing, and evaluating a research application project in special education. All activities for this assignment can be completed individually or in research teams. Specific directions and a rubric for this assignment will be provided by the instructor.
5. . Final Research Project: Research Review Paper – 40 points You will complete a traditional research review paper of a selected intervention area of your choice. Your topic must be approved by the instructor. You will need to collect a minimum of 8 original intervention research studies on a particular topic to include in your review paper. An electronic copy (posted to BlackBoard) should be submitted no later than midnight on the due date. All

activities for this assignment can be completed individually or in research teams. This assignment is the signature assignment for the course. Specific directions will be provided by the instructor and this assignment will be evaluated using the attached rubric.

*Detailed descriptions and step-by-step instructions for each class activity and course assignments will be provided by the instructor and posted in the corresponding Learning Modules.

Course Policies and Expectations

Attendance/Participation

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

Late Work

All assignments should be submitted via Blackboard by midnight on the due date. Late work will receive a 15% grade deduction per day for the first two days after the assignment due date. Late work will not be accepted after two days unless arrangements with the instructor have been approved before the original due date. Approval will only be granted under extremely unusual circumstances (for example, major medical event, bereavement).

Grading Scale

Grade	Range
A	>90%
B	80-89.9%
C	70-79.9%
F	<70%

*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 <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>.

Class Schedule

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

Date	Learning Module	Readings, Weekly Assignments and Activities Due
1/22/2019	1. Introduction to research method in special education	
1/29/2019	2. Literature searches and reviews	-Chapter 1 (pp. 2-17) -Introduction discussion board
2/5/2019	3. Empirical article anatomy	-Chapter 3 -CITI training -Literature search scavenger hunt -Post topic to discussion board
2/12/2019	4. Experimental research designs: Group research	-Chapter 1 (pp. 17-26) -Chapter 2 -Overview of research in my field activity -Purpose statement and research questions discussion board
2/19/2019	5. Experimental research designs: Single-subject research	-Chapter 4 -Chapter 9 (group research only)
2/26/2019	6. Research components, part I: Participants and variables	-Chapter 9 (single-subject research only) -Final Research Review: Introduction section discussion board
3/5/2019	7. Research components, part II: Educational measurements and data collection	-Chapter 2 (pp. 54-59) -Chapter 5 -Final Research Review: Method section discussion board
3/19/2019	8. Discussion and conclusions; APA formatting	-Chapter 7 -Chapter 10 -Final Research Review: Description of each individual study discussion board
3/26/2019	9. Mini-research proposal work time	-Chapter 15

		-Post draft of mini-application project to discussion board
4/2/2019	10. Qualitative research designs	
4/9/2019	11. Non-experimental quantitative research designs: Survey research	-Chapter 11 -Chapter 12 -Research Application Mini-project due
4/16/2019	12. Work on research review paper	-Chapter 8
4/23/2019	13. Mixed methods research designs	-Final Research Review: Results and discussion posted to discussion board
4/30/2019	14 &15. Intelligent research; consumer/action research	Chapter 13, 14
5/7/2019	Final assignment	Final research review paper due

*For modules that contain quizzes, the quiz due date is the same as the due date for completing the module.

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 silence all sound emitting devices 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://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

Appendix

Assessment Rubric(s)

EDSE 590 Final Research Review Paper

Scoring Rubric

Name: _____

	Points Possible	Points Received	Comments
Concise but thorough abstract providing the overview of the study and major findings	2		
Appropriate, important, <u>clearly described and justified</u> research topic/problem (introduction)	4		
Appropriate, clearly described research purpose and/or research questions (a systematic literature review in order to ...) that fit the research problem	2		
Appropriate and clearly described methods and procedures for the systematic literature review <ul style="list-style-type: none"> • Searched educational databases (at least 3!) • Identified and used key terms for searching the databases • Clearly described ancestry (which articles were used for ancestry) 	11 (2) (2)		

search); descendant (which articles/authors were used for descendant search using which databases); and hand searches (what relevant journals were used for hand search of their tables of content)	(3)		
<ul style="list-style-type: none"> • Clear and reasonable inclusion AND exclusion criteria for including the studies into a review 	(4)		
Appropriate and clearly described results section	13		
<ul style="list-style-type: none"> • at least 8-10 original/primary, empirical, intervention research studies included 	(2)		
<ul style="list-style-type: none"> • studies meet the inclusion/exclusion criteria 	(2)		
<ul style="list-style-type: none"> • clear overview of overall characteristics of the data set 	(2)		
<ul style="list-style-type: none"> • Succinct and sufficient description of relevant information from each individual study 	(5)		
<ul style="list-style-type: none"> • Visual representation of findings via a summary table 	(2)		
Thoughtful and analytical discussion of findings	4		
<ul style="list-style-type: none"> • Discussion based on the findings from the reviewed studies 	(2)		
<ul style="list-style-type: none"> • Included implications for practice 	(2)		
List of references in APA format	2		
Overall clear, good writing in APA style, free of mechanical errors	2		
Total	40		

Exemplary paper	Adequate paper	Marginal paper	Inadequate paper	No paper
40 - 36	35 – 32	31 - 28	<28	0

Exemplary paper (36-40 points): Appropriate topic, thorough and thoughtful review of previous research. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

Adequate paper (32-35 points): Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective or thoughtful, or minor writing style errors may be present.

Marginal paper (28-31 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 (1-27 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.