

George Mason University
College of Education and Human Development
Early Childhood Education

ECED 685.001 Applied and Teacher Research in Early Childhood Education
3 Credits, Spring 2020
01/21/2020 – 05/13/2020/ Tuesday/ 4:30pm – 7:10pm
Peterson Hall, Room 1106, Fairfax

Faculty

Name: Christan Coogle, PhD
Office Hours: By Appointment
Office Location: Thompson Hall 1252, Fairfax Campus
Office Phone: 703-993-2377
Email Address: ccoogle@gmu.edu

Prerequisites/Corequisites

Taken with or after final course of program or with permission of the program.

University Catalog Course Description

Develops fundamental concepts, principles, and methods of research in early childhood education, with emphasis on interpreting and applying research results. Critiques research and uses findings in educational settings. Serves as capstone course in early childhood education.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered using a lecture and discussion format.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Describe the basic concepts, principles, and techniques of educational research in early childhood education
2. Identify the underlying cognitive processes involved in conducting educational research as a form of thinking and problem solving
3. Explain the basic skills in the analysis and interpretation of research data
4. Demonstrate the skills associated with the critical reading and evaluation of the educational research literature
5. Participate in collaborative action research
6. Demonstrate the ability to articulate in a written paper guiding principles for a unified perspective and its implications for teaching practices and advocacy-bringing together research, theory, and critical analysis of current issues.

Professional Standards (Council for Exceptional Children and National Association for the

Education of Young Children)

Upon completion of this course, students will have met the following professional standards:
Not Applicable

Required Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 9781433832178
Johnson, R.B., & Christensen, L. (2019). *Educational research: Quantitative, qualitative, and mixed approaches* (7th ed.). Thousand Oaks, CA: Sage.

Selected articles, chapters and sections of chapters as indicated on the course schedule will be on the library website through e-reserves or e-journals or through Bb.

Course Performance Evaluation

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

Assignments	Due Date	Points
Attendance and Participation <ul style="list-style-type: none">Self-Evaluation	Ongoing May 12	25
Reading and Course Content Reflections	Ongoing	12
R1	TBD	4
R2	TBD	4
R3	TBD	4
Human Subjects Online Ethics Training and Reflection	Jan. 28	3
Method Seminars	Ongoing	10
Seminar Article Critiques (16)	Ongoing	16
Action Research Project (ARP)	Ongoing	34
ARP 1	Feb. 18	1
ARP 2	Mar. 3	10
ARP 3	Mar. 24	5
ARP 4	Apr. 7	5
ARP 5	Apr. 21	10
ARP 6	Apr. 28	3
TOTAL		100

• Assignments and/or Examinations

Reading and Course Content Reflections (3@4pts each, 12 pts total)

Students will complete three reflections throughout the semester in response to guest speaker research presentations and a Brown Lecture.

Reflections will be conducted on the following:

- R1: Faculty Research Presentation One (4 points)
- R2: Faculty Research Presentation Two (4 points)
- R3: Brown Lecture (4 points)
 - The *Brown* Lecture was inaugurated to commemorate the 50th anniversary of the *Brown v. Board of Education* decision. Students will watch a Brown Lecture

on-line webcast

<http://www.aera.net/AnnualMeetingsOtherEvents/AnnualBrownLectureinEducationResearch/PastBrownLectures/tabid/11090/Default.aspx>.

Reflections should be completed using the reflection matrix posted to Bb and should include (a) a description of the presentation (what were the specific elements), (b) an explanation of why this topic is important particularly in regards to early childhood education for diverse learners, (c) judgment of the success of the presentation by identifying the effect the research has had within implications for future research and within the field of early childhood education for diverse learners, and (d) application of this presentation by identifying how you might use this information as a researcher of early childhood education for diverse learners.

Human Subjects Online Ethics Training and Reflection (3 points)

Students will complete Mandatory Training for Persons Conducting Research Using Human Subjects. Information is available online: <http://oria.gmu.edu/research-with-humans-or-animals/institutional-review-board/human-subjects-training/>. The training takes between two and five hours and can be accessed from <http://www.citiprogram.org>. While going through the registration process, students will need to indicate interest in “human subjects research courses”; enroll in a “basic course”; and becoming part of “Group 1.” Save the completion certificate and upload to Bb.

Method Seminars (10 points)

Students will work with a peer or small group of peers to share information regarding a specific type of research methodology. Students will share the following: (a) key components of the research methodology (e.g., participants, dependent variables, independent variables, measures, data analysis, data sources) and (b) examples of research questions the method would be used to answer. Prior to the method seminar, those leading the seminar will provide their peers with one article related to early childhood education for diverse learners from a peer-reviewed journal that uses the methodology. All students will engage in an article critique of the peer-reviewed article that each group shares using the matrix provided.

Seminar Article Critiques (16 points)

Students will complete article critiques of the articles that are shared for the method seminars. Students will use the matrix provided to critique the articles.

Action Research Project (ARP)

Students will enact information presented in this class through the development of an action research project.

ARP 1: Initial Proposed ARP Ideas

Students will revisit the “research ideas” addressed during class one and reflect on an idea that they would like to pursue in the course. Specifically, students will think about the children with whom they interact and identify a target learning skill, goal, or outcome they would like to focus on in developing an intervention.

ARP 2: Method

Students will complete a method template of their action research project of interest (see APA manual pages 29-32). Sections that are mandatory include participants, setting, research design, procedures, measures, and data analysis.

ARP 3: Visual Synthesis of Articles on Your ARP Topic

Students will identify five peer-reviewed, research articles related to their topic. Using the chart provided, students will include documentation of questions addressed, children and/or families studied, methodologies employed, questions asked, findings, and how the findings relate to their ARP topic.

ARP 4: Introduction Outline

Students will outline an introduction to their ARP Project. This will include (a) an introduction, (b) a literature review related to the articles identified in ARP 3, (c) the purpose of their ARP project, and (d) the questions their ARP project addresses.

ARP 5: Introduction

Student will use the outline they created in ARP 4 to complete an introduction section of their paper. This will include (a) an introduction to the topic, (b) a synthesis of the literature related to the articles identified in ARP 3, (c) the purpose of their ARP project, and (d) the questions their ARP project addresses.

ARP 6: Research Session on ARP

Students will prepare and present an attractive and functional PowerPoint (or similar presentation format) that includes all aspects of their ARP. Presentations will include a brief introduction that gives the reasons for selecting the topic, summary of the literature, research questions, method, results, and implications.

- **Other Requirements**

Attendance and Participation (25 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class and online activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.
- Students use laptops and personal devices for instructional purposes only.
- Students complete readings and prepare for class activities prior to class as evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as evidenced by (a) participating in all activities, (b) engaging in small- and large-group discussions, (c) completing written work related to the activities, and (d) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.
- Students display professional dispositions at all times while interacting with the instructor and other students.

- Students complete participation activities across the semester that complement the scheduled course topic. Instructors will periodically collect artifacts from the activities. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.
- Students submit attendance and participation self-evaluation.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Seventh Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Grading**

A = 95-100 A- = 90-94 B+ = 87-89 B = 80-86 C = 70-79 F = <70

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students seeking Virginia initial teaching licensure must earn a B- or better in all graduate licensure coursework.

Professional Dispositions

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

Class Schedule

Date	Class Topics and Activities	Assignments & Readings Due
Jan. 21	Overview of class-syllabus Research topics discussion	Syllabus
Jan. 28	ON-LINE CLASS Human Subjects Online Ethics Training and Reflection	Due to Bb – <u>Submit the</u> Human Subjects Online Ethics Training and Reflection <u>completion certificate (photo or document)</u>
Feb. 4	Non-experimental Quantitative Methods Survey Observation Human Subjects Discussion Participants and Setting Forming Research Teams ARP Workgroups	Read the seminar articles (2)
Feb. 11	Non-experimental Quantitative Methods Repeated Measures Longitudinal Procedures ARP Workgroups	Read the seminar articles (2)
Feb. 18	Non-experimental Quantitative Methods Correlational Causal-comparative Independent and dependent variables ARP Workgroups	Read the seminar articles (2) Due to Bb – ARP 1 submitted during class
Feb. 25	Experimental Quantitative Methods Randomized control trial Quasi-experimental Measures and data analysis ARP Workgroups	Read the seminar articles (2) What Works Clearinghouse, 2017
Mar. 3	Experimental Quantitative Methods Single case design	Read the seminar articles (1) Horner, 2005

	ARP Workgroups	Due to Bb – ARP 2
Mar. 17	Qualitative Methods Narrative Case study Introduction ARP Workgroups	Read the seminar articles (2) Brantlinger et al., 2005
Mar. 24	Qualitative Methods Phenomenology Grounded theory Ethnography Literature review and problem statement ARP Workgroups	Read the seminar articles (3) Review APA manual pages 29-32 Due to Bb – ARP 3
Mar. 31	Mixed Methods Research Meta-analysis Research Research questions ARP Workgroups	Read the seminar articles (2)
Apr. 7	ARP Workgroups Guest Speaker	Due to Bb – ARP 4
Apr. 14	ARP Workgroups Guest Speaker	
Apr. 21	ARP Workgroups Guest Speaker	Due to Bb – ARP 5
Apr. 28	ARP 6: PowerPoint Presentation	Due in Class – ARP 6
	Reading day – No class meeting	
May 12	Exam Period – No class meeting	Due to Bb – Attendance and Participation Self-Evaluation

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

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 <https://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://ds.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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking: As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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