



George Mason University
College of Education & Human Development/Graduate School of Education
Secondary Education Program

SEED 675 (Section 003) (Formerly/Cross-Listed as EDUC 675)
"Research in Secondary Education"/Spring 2021 (3 credits)

Note: This course spans the Spring 2021 and Fall 2021 semesters. All students will plan their teacher research projects in Spring 2021. Students completing this course pre-internship will earn an "In Progress" (IP) grade in the Spring, then implement their research projects during their internship during Fall 2021, with final grades posted at the conclusion of that semester. Students completing this course post-internship will have the option to earn an "In Progress" (IP) grade in the Spring, implementing their research projects during the Fall 2021 semester, or to both plan and implement their projects during the Spring 2021 semester.

Key Information

Instructor: Kristien Zenkov, PhD, Professor

Office hours: By appointment, via phone, or virtually (<https://gmu.zoom.us/my/kzenkov>)

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College of Education and Human Development, Fairfax, VA 22030

Class Meetings

This is hybrid class, meaning that we will meet via a combination of face-to-face and online modes. Class meetings will occur in 1:1, small group, and whole group sessions. Synchronous and asynchronous sessions will occur on dates as indicated as indicated in the schedule below. This class is best conceived of as a "collective independent study," which requires that students engage in considerable independent writing, writing conference time, and peer feedbacking time in order to be successful and complete the course assignments.

Notes: 1) For students completing this course pre-internship or those students completing it post-internship but choosing to implement their projects during the Fall 2021 semester, we will have approximately four required whole group meetings and/or rounds of conferences during the Fall 2021 semester; 2) For this class you must have a Gmail account to access our Google Classroom resources and to submit your assignments to Google Drive.

Instructor Introduction and Theoretical Framework

I believe that the best teachers know themselves as literate people in the broadest sense. I will ask you also to know yourselves as professionals with a variety of literacies, including those of photographers, visual sociologists, and community constituents. Teachers and those who work with children and youth must be resilient individuals who are willing to take risks to let school literacies matter to themselves, their students, and the broader community. I will expect you to be your best, brightest, most thoughtful, and most creative selves. I intend that this course will be one that you remember, and that you will care passionately about the work we do. I will have uncompromising professional standards for your behavior, participation, and openness. At the same time, I will do everything possible to ensure that you meet these standards. My hope is that we will experience much intellectual camaraderie, engaging discussion, and laughter as we proceed—

regardless of instructional mode, face-to-face or virtual. I encourage you to take risks and celebrate the risks taken by your colleagues.

I bring the perspectives of a veteran teacher and teacher educator, as well as the points of view of a community activist and artist. I approach all educational experiences with the goal of helping students to learn to be active, creative, "real world" members of a just society. It is important for us as educators to approach our teaching with a simultaneously critical and creative perspective: when we assess current teaching practices, we also begin to develop new ones. I offer an explicit critique of schooling: as a classroom teacher with more than fifteen years' experience, an active scholar, and an advocate for children and youth and schools, playing a critical role is my right and responsibility. It is my hope that you will take on this same role.

Perhaps most importantly to you, I have spent my school and university teaching career working across school and university settings with a wide range of children and youth, so I am confident that I will be able to support you in this class. Finally, much as you as university students must be concerned with your own development and others' assessments of your class efforts, I am committed to my growth as a teacher and teacher educator. I will ask for your support in my research as I study your inquiry processes and as I continue to explore authoring (or co-authoring, with you) a book examining how best to help early career teachers conduct teacher research. This semester I am particularly interested in the differences between pre-internship and post-internship teacher researchers' experiences.

I will ask you to think of the teaching strategies we use in class and that you plan to use as research interventions in your own classroom in three categories, which are framed by an assessment-driven, "backwards" design:

- 1) "Ways Out": What is the student's "way out" of the text or activity with which you are asking them to engage? That is, what artifacts and demonstrations will the student complete to exhibit her/his comprehension of the key ideas that they are encountering? How will you assess students' knowledge, skills, and attitudes? How will students demonstrate their retention of and relationship to the material?
- 2) "Ways In": What is the student's "way in" to this text or activity? That is, how are you approaching the student's natural interests in or motivations for this assignment? Think about how you might use the student's existing "literacies" to do this. What specific strategies will you use?
- 3) "Ways Through": What are students' "ways through" this text or activity? What strategies and tools are you giving students to make sense of and understand the sources you are using with this assignment? How will students translate the material into their own terms?

Prerequisites/Corequisites

Methods I (required prerequisite), Methods II/Content Literacy (required prerequisites or corequisites), SEED 440/540 (recommended prerequisite; formerly EDUC 372/672)

Catalogue Description

The exit requirement (the Teacher Research Project) is submitted during the semester the candidate is enrolled in SEED 675 (formerly EDUC 675), which can be either a one- or two-semester experience. Pre-internship and summer versions of this course are only offered in a two-semester format and only for students who will be able to implement their projects in the immediately following semester. This course helps beginning teachers become more effective by becoming more familiar with teaching interventions that address these teachers' content or pedagogical interests and the learning challenges their current (or future) students will face. Completion of a teacher research process requires teacher candidates to review the research literature on attempts to address these challenges and on the content/pedagogical interests they believe will serve their current/future students. Perhaps most importantly, the teacher research process requires teachers (or teacher candidates) to systematically collect and interpret data and evidence from

their own or their internship classrooms to improve practice. SEED 675 emphasizes linking evidence of student learning to make informed instructional decisions. Specifically, this course is designed to help teachers understand and enact principles of teacher research in secondary classrooms.

*Notes: 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 Overview

Teachers are often encouraged to implement "research-based" practices, required to attend workshops where research findings are presented, provided with lists of books that synthesize research, and asked to suggest changes in practice based on the implications of research. Although these practices have their usefulness, the assumption implicit in much of the discourse surrounding educational research is that teachers are *consumers* and/or *objects* of research, rather than *producers* of research. The past two decades have seen a growing movement to upend those assumptions through an emphasis on the importance of teacher research. Thus, the research and theory we will read and the methodologies with which we will engage are those associated with teacher research (i.e., research conducted by teachers for professional purposes). Teacher research positions teachers as *producers* of knowledge—professionals who can learn about and improve their practice by studying important questions that grow from their own experiences and observations.

This class is designed to support you in using and building on the ideas and content you have encountered in your previous coursework. Most importantly, the course assists you as you consider ways to better support children and youth. In other words, your current and future students are at the center of our work. Toward these ends, the course requires you to conceptualize, design, and begin to implement an original research project in your school/classroom. Only if we attempt to live these teacher research processes in this course will you be able to use them eventually in your own teaching practices. Thus, for every activity in this course, you must act and study with multiple lenses—as a student, teacher, and advocate. Although the work required to achieve these goals is intensive, the course is designed to provide you with much support. You will need to hit the ground running, starting your research project early, and working on it steadily. Through our readings, we will explore research methodologies, analyses of the history and impact of teacher research, and the efforts of teacher researchers. Our readings and discussions will help you develop your own rationale and "road map" for your project. We will dig into readings together, write often and share our writing with one another, and support each other in our research goals.

Course Delivery

The purpose of this course is for you to learn how to conduct teacher research and apply it in your classroom in order to improve your teaching and your students' learning. This class is a hybrid course, with the majority of instruction occurring via "virtual instruction" modes. This course is student-centered and will be conducted using a project-based approach. Your research questions and methodology will be the focus of the course and will drive readings, classroom discussions, peer review activities, reflections, and the teacher research project that you complete. The purpose of the draft research project sections and the peer review sessions will be to support completion of your teacher research project and provide opportunities for us to learn about and analyze methods of teacher research. You will have the opportunity to construct knowledge and critically reflect on the research process as you complete your report.

The course will be delivered through a variety of face-to-face and online instructional approaches. You will be expected to post your own assignments and respond to peers' feedback by the end of each designated class week (midnight US eastern standard time). During class meetings there will be large group, small group, and individual activities. GMU's Blackboard course framework (with Zoom as a "meeting room") will be used

regularly throughout the course, and you will also be required to use Google Drive and our Google Classroom site to upload and share drafts of your research project with me and a small group of your peers. 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.

Participants will conduct independent research, as well as communicate with each other and the instructor via electronic media. In general, we will engage in four activities during our time together:

- 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 other's 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

Please note that because you have much to learn from each other, and because teaching is often a collaborative effort, you will frequently work in groups. This will give you a chance to share ideas, be exposed to a range of perspectives and experiences, and support each other as you continue to develop your teaching and researching skills.

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
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency
Students must actively check the course Blackboard site, Google Classroom site, and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.

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

For Online Courses Only: 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.

Course Outcomes and Objectives

This course is designed to enable students to:

- 1) demonstrate an understanding of the process and components used in teacher 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 teacher research (research-based practice; social justice)
- 4) conduct teacher 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 teacher 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 a teacher 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.

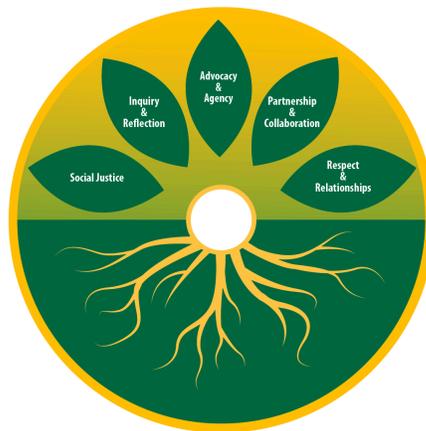
- 3) Review professional strengths and weaknesses of the teacher research process through peer review and self-assessment. Students will provide regular online feedback to their peers on their drafts/revisions of their research projects.
- 4) Write a teacher research report (using APA format) that includes 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 upload drafts of their complete report and its sections to Google Drive 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.
- 5) Work to identify one authentic audience with which you will share your teacher research project and its 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 teacher research or summarize the findings of your research efforts.
- 6) Describe your plan for integrating the SEED “Seeds” of “Social Justice” into your teacher research project and into your future teaching.

Relationships to Program and Professional Standards

By the end of this course students will demonstrate an understanding/application of the following standards:

- 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>
- Computer science teachers: Computer Science Teachers Association, <https://www.csteachers.org>

Students should also understand/apply the Interstate New Teacher Assistance and Support Consortium (INTASC) standards: https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf



Our program is guided by five “Seeds” or principles that students are expected to understand and learn to apply in their teaching and professional lives. The “Seeds” are included in the program model illustration above: Social Justice, Inquiry and Reflection, Advocacy and Agency, Partnership and Collaboration, and Respect and Relationship. Students in SEED 675 will need to demonstrate understanding of the SEED “Social Justice” Seed. While we have not yet determined a final definition of “Social Justice” for our program, we will begin to consider the “anchor standards” from Teaching Tolerance below. These are for PK-12 contexts, but they are also very relevant to our teacher candidates’ work. For your project, you will identify one standard in each of the four areas below that you will consider and explicitly address in or via your teacher research project and in your future teaching. These can be named in your “Introduction,” detailed in your “Methodology,” reflected on in your “Findings,” and considered for implications in your “Discussion.”

Identity Anchor Standards

- 1) Students will develop positive social identities based on their membership in multiple groups in society.
- 2) Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- 3) Students will recognize that people's multiple identities interact and create unique and complex individuals.
- 4) Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- 5) Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

Diversity Anchor Standards

- 6) Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- 7) Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
- 8) Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
- 9) Students will respond to diversity by building empathy, respect, understanding and connection.
- 10) Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

Justice Anchor Standards

- 11) Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
- 12) Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
- 13) Students will analyze the harmful impact of bias and injustice on the world, historically and today.
- 14) Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
- 15) Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Action Anchor Standards

- 16) Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
- 17) Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
- 18) Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
- 19) Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
- 20) Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Required Texts and Materials

Textbooks/General Readings

Aguirre, R. (2015). *Comparing the Effectiveness of Guided Notes in Traditional and Block Schedule Classes*.

Unpublished masters teacher research project. Note: This paper will be provided electronically.

Kimball, V. (2019). *The importance of teaching dialectic diversity in the American English Classroom*.

Unpublished master's teacher research project. Note: This paper will be provided electronically.

Lattimer, H. & Caillier, S. (2015). *Surviving and thriving with teacher action research: Reflections and advice from the field*. New York: Peter Lang.

Maher, A. (2019). *The impact of classroom community on intrinsic motivation of students*. Unpublished master's teacher research project. Note: This paper will be provided electronically.

Rooney, K. (2017). *The Neverending Reflection Story, Math Edition: Students see themselves as learners.* Unpublished master's teacher research project. Note: This paper 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.

*Note: Other text readings will be provided electronically.

English Exemplar Teacher Research Papers

Bradshaw, L. (2017). *Fostering Student-Centered Active Learning: How Does it Impact Comprehension, Engagement, & Motivation?* Unpublished masters teacher research project. Note: This paper will be provided electronically.

Collis, A. (2018). *Strategies in Student Autonomy, Engagement and Achievement: Student Determined Due Dates.* Unpublished master's teacher 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 teacher research project. Note: This paper will be provided electronically.

Slater, B. (2017). *Student-Centered Goal Setting and Pursuing Skills in the Classroom.* Unpublished masters teacher research project. Note: This paper will be provided electronically.

Social Studies Exemplar Teacher Research Papers

Barton, S. (2014). *Effectiveness of informal mentoring on vulnerable learners.* Unpublished masters teacher research project. Note: This paper will be provided electronically.

Travis, M. (2017). *Implications of a 1:1 Laptop Initiative in High School Classrooms.* Unpublished masters teacher research project. Note: This paper will be provided electronically.

Science Exemplar Teacher Research Papers

Araneo, K. (2016). *Implementing goal setting strategies in an online learning-centered classroom to build motivation and promote student success.* Unpublished masters teacher research project. Note: This paper will be provided electronically.

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

Math Exemplar Teacher Research Papers

Brand, M. (2014). *Station teaching co-teaching method.* Unpublished masters teacher 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 teacher research project. Note: This paper will be provided electronically.

Koca, J. (2017). *Students' Mathematics Identities: Cultivating a Sense of Belonging in a Math Classroom.* Unpublished masters teacher research project. Note: This paper will be provided electronically.

Recommended Texts

American Psychological Association (2020). *Publication manual* (7th 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.
- Bruce, S.M. & Pine, G. J. (2010). *Action research in special education: An inquiry approach for effective teaching and learning*. New York: Teacher's College Press.
- 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>.
- Cochran-Smith, M. & Lytle, S.L. (2009). *Inquiry as stance: Practitioner research in the next generation (practitioner inquiry)*. New York: Teachers College Press.
- Cook-Sather, A. (2009). *Learning from the student's perspective: A methods sourcebook for effective teaching*. Boulder, CO: Paradigm Publishers.
- Dick, B. (2011). Action research literature 2008–2010: Themes and trends. *Action Research*, 9(2), 122-143. doi: 10.1177/1476750310388055
- Friedman, V. J., & Rogers, T. (2009). There is nothing so theoretical as good action research. *Action Research*, 7(1), 31-47. doi: 10.1177/1476750308099596
- Hubbard, R. & Power, B. (1999). *Living the questions: A guide for teacher researchers*. NY: Stenhouse Publishers.
- Hubbard, R. & Power, B. (2003). *The art of classroom inquiry: A handbook for teacher-researchers*. Portsmouth, NH: Heinemann.
- Kosnik, C., Beck, C., Freese, A.R., & Samaras, A.P. (Eds.), (2006). *Making a difference in teacher education through self-study: Studies of personal, professional, and program renewal*. Dordrecht, The Netherlands: Springer.
- Lebak, K. (2010). Can inquiry and reflection be contagious? Science teachers, students, and action research. *Journal of Science Teacher Education*. 21 (8), 953 - 970. Doi: 10.1007/s10972-010-9216-x
- Leedy, P.D., and Ormrod, J.E. (2012). *Practical research: Planning and design* Upper Saddle River, NJ: Merrill.
- Marquez-Zenkov, K. (2007). Through city students' eyes: Urban students' beliefs about school's purposes, supports, and impediments. *Visual Studies*, 22(2), 138-154.
- Marquez-Zenkov, K., & Harmon, J.A. (2007). "Seeing" English in the city: Using photography to understand students' literacy relationships. *English Journal*, 96(6), 24-30.
- McNiff, J., & Whitehead, J. (2011). *All you need to know about action research* (2nd ed.). Thousand Oaks, CA: Sage.
- Mertler, C.A. (2013). *Action research: Improving schools and empowering educators* (4th ed.). Thousand Oaks, CA: Sage.
- Meyers, E. & Rust, F. (2003). *Taking action with teacher research*. Heinemann.
- Mills, G. E. (2010). *Action research: A guide for the teacher researcher* (4th ed.). Pearson
- Mitra, D. (2007). Student voice in school reform: From listening to leadership. In D. Thiessen & A. Cook-Sather (Eds.), *International handbook of student experience in elementary and secondary school*. Dordrecht, The Netherlands: Springer Publishers.
- Morrell, E. (2007). *Critical literacy and urban youth: Pedagogies of access, dissent, and liberation*. New York: Routledge.
- Pahl, K., & Pool, S. (2011). 'Living your life because it's the only life you've got': Participatory research as a site for discovery in a creative project in a primary school in Thurnscoe, UK. *Qualitative Research Journal*, 11(2), 17-37.

- Parsons, J., Hewson, K., Adrian, L., & Day, N. (2013). *Engaging in action research: A practical guide to teacher-conducted research for educators and school leaders*. Brush Education
- Razfar, A. (2011). Action research in urban schools: Empowerment, transformation, and challenges. *Teacher Education Quarterly*, 38(4), 25-44. Retrieved from <http://search.proquest.com/docview/923754407?accountid=14541>
- Rodgers, C. (2006). Attending to student voice: The role of descriptive feedback in learning and teaching. *Curriculum Inquiry*, 36(2), 209-237.
- Sagor, R. (2010). *Collaborative action research for professional learning communities*. Solution Tree.
- Seidman, I. (2012). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (4th ed.). New York: Teachers College Press.
- Shagoury, R. & Power, B. (2012). *Living the questions: A guide for teacher researchers* (2nd ed.). NY: Stenhouse Publishers
- Singer, Jessica. (2006). *Stirring up justice: Writing and reading to change the world*. Portsmouth, NH: Heinemann. ISBN: 0325007470
- Strambler, M. J. (2013). Promoting student engagement through evidence-based action research with teachers. *Journal of Educational and Psychological Consultation*. 23(2), 87-114.
- Temple, C., Ogle, D., Crawford, A., Frepon, P. (2008): *All children read: Teaching for literacy in today's diverse classrooms*. Upper Saddle River, NJ: Pearson/Allyn & Bacon.
- Whitford, B. L. & Wood, D.R. (2010). *Teachers learning in community: Realities and possibilities*. Albany, NY: SUNY.
- Wyatt, M. (2011). Teachers researching their own practice. *ELT Journal*. 65(4), 417 – 42.
doi: 10.1093/elt/ccq074
- Yonezawa, S., & Jones, M. (2007). Using student voices to inform and evaluate secondary school reform. In D. Thiessen & A. Cook-Sather (Eds.), *International handbook of student experience in elementary and secondary school* (pp. 681-710). The Netherlands: Springer Publishers.
- Zenkov, K., Harmon, J., van Lier, P., & Marquez, M. (2008). Picture this: Seeing diverse city students' ideas about schools' purposes, impediments, and supports. *Multicultural Perspectives*.

Qualitative Analysis

- Bogdan, R. C., & Biklen, S. K. (2011). *Qualitative research for education: An introduction to theory and methods* (5th ed.). Boston, MA: Allyn & Bacon.
- Blair, J. Czaja, R., & Blair, E. A. (2014). *Designing surveys: A guide to decisions and procedures* (3rd ed.). Thousand Oaks, CA: Pine Forge Press.
- Maxwell, J.A. (2005). *Qualitative research design: An interactive approach* (2nd ed.). Thousand Oaks, CA: Sage.
- Miles, M. B., & Huberman, A. M. & Saldaña, J. (2013). *Qualitative data analysis* (3rd ed.). Thousand Oaks, CA: Sage.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.

Quantitative Analysis and Statistics

- Bartz, A. E. (1999). *Basic statistical concepts* (4th ed). Upper Saddle River, NJ: Merrill.
- Cronk, B. C. (2002). *How to use SPSS: A step-by-step guide to analysis and interpretation* (2nd ed). Los Angeles, CA: Pyczak Publishing.
- Rovessi, C., & Carroll, D. J. (2002). *Statistics made simple for school leaders*. Lanham, MD: Scarecrow Press.
- Salkind, N. (2010). *Statistics for people who (think they) hate statistics* (4th ed.). Thousand Oaks, CA: Sage.

Research and Writing

- Booth, W.C., Colomb, G.G., & Williams, J.M. (2008). *The craft of research* (3rd ed.). Chicago, IL: The University of Chicago.

General Websites

- George Mason University Library: <http://library.gmu.edu/>
- What Kids Can Do: www.whatkidscando.org
- Through Students' Eyes: www.throughstudentseyes.org

Teacher Research/Research Websites

- <http://www.lupinworks.com/jn>
- <http://www.teacherresearch.net/>

Data Collection Tools

- Google Documents is likely the best free option to create surveys and forms.

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

- State of Virginia Standards of Learning Test Information: <http://www.doe.virginia.gov/testing/index.shtml>

Course Requirements

General

All draft and final assignments should be turned in via Google Classroom (in Google Drive, as Google Documents) on the due date indicated in the schedule below. All grades will be entered/shared via Blackboard. 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, the version of the assignment (e.g., "Draft"), and the date you are submitting it (e.g., Smith_Literature_Review_Draft_9-1-12).

Attendance and Participation (20 points)

Students are expected to attend *all* class periods of courses for which they register. Class attendance and participation—with the whole group, in our small "Peer Review Groups," and in 1:1 conferences—are 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, arrive promptly, attend all class meetings for the entire session, and participate in class discussions. 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 scheduled class, meeting, or conference time; it's best to do so via my email or my mobile phone (216.470.2384). Students are responsible for obtaining information given during class discussions despite attendance. Demonstration of positive and collaborative professional dispositions toward colleagues during peer reviews, along with a willingness to accept constructive criticism, is a course expectation.

By virtue of agreeing to work together in this course we instantly formed a new community. This community will be rooted in mutual respect and shared responsibility; these foundations translate into consistent and punctual attendance and active participation in all class activities. My goal is to develop a comfortable classroom community where risk-taking is encouraged; we can only grow through such open-heartedness. Your attendance, thoughtfulness, clarity, and active sharing of responsibility for our classroom community will affect your grade. 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.

In addition to the attendance and participation expectations outlined above, you will be expected to participate in our class by offering regular feedback on your Peer Review Group members' teacher research efforts. A peer reviewer is a colleague whom you trust personally and professionally, as well as someone who is kind but courageous about asking provocative questions about your work and your perspective. In our course, a significant amount of time will be spent considering each other's work, and I will offer you tools to use to support the creation and revision of each section of your research reports. These activities will require that you follow the outlined procedures quite closely—though not religiously or without modification. Let's keep in mind that peer reviewers intend not just to know their own work but to understand the contexts, circumstances, and settings of their peers' efforts. Let us also be advocates for each other's critical reflections on our teaching practices. We will establish non-negotiables for our work as a class and for each of our peer interactions.

Draft Research Project Components (20 points—4 points each)

According to the timeline in the schedule below, students will submit to Google Drive draft sections of each of the five research project sections—the introduction, literature review, methodology, findings, and discussion. These will be shared with your Peer Review Group and the instructor.

1) Introduction Draft (due Wednesday, February 3rd)

In your draft introduction, briefly describe yourself, your professional background, your teaching (and learning) experiences, your school and its community, and your experience with reading and or participating in education research studies, reports or articles—also briefly describe some of the lessons you've drawn from this reading/participation. Very briefly speculate about what you believe the benefits of conducting research in your own classroom might be, about what your research questions and/or interests are, and about how (and why) you will involve your students in your project in a "Youth Participatory Action Research" way—in the design, question selection, implementation, strategy selection, data collection, data analysis, and/or presentation of findings. You might also introduce the social justice standards you anticipate integrating into your project. *Peer Review Group feedback on draft Introductions due Feb 10th and revised Introductions due Feb 17th*

2) Literature Review Draft (due Wednesday, February 24th)

What have you read about any of the strategies you might want to try with your students? What are some of the big ideas about these strategies of which you're aware? How do these ideas fit with your own teaching (or learning) experiences? What are the intersections between researchers' findings? What are the tensions between researchers' findings? On whose shoulders do you want to stand, as a teacher and a teacher researcher? What research questions might you address with your project? *Peer Review Group feedback on draft Literature Reviews due Mar 3rd and revised Literature Reviews due Mar 10th*

3) Methodology Draft (due Wednesday, March 17th)

What learning challenges are your students facing? What teaching challenges are you and/or your colleagues encountering? What strategies are you interested in trying out? How might you consider collecting data on your students' achievement, engagement, and efficacy with your teaching and subject area? What sort of timeline might you follow to complete your project? How might you involve your students in the identification of a teaching/research challenge, in the identification of research

questions, in data collection methods, in data analysis methods, and/or in sharing findings of your project? Who might your 5-7 potential case study students be? Teacher research is often criticized because the outcomes are not generalizable—how might you respond to this concern in defending teacher research as a viable research method? What will be your specific teaching interventions? What will be your primary data collection methods? How might you triangulate the data collection in your study? How might you ensure that your study is valid and your data collection techniques are reliable? How might 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 incorporate the SEED “Social Justice” Seed into your teaching and research? *Note: Your methodology is your teaching/research PLAN; you will report on what you actually did—and learned—in your findings section. Peer Review Group feedback on draft Methodologies due Mar 24th and revised Methodologies due Mar 31st*

4) Proposal/Findings (due on Wednesday, April 7th)

a. “The Proposal” Draft

Using your revised Introduction, Literature Review, and Methodology sections—plus the 675 project description and rubric—as guides, revise the first three sections of the project (known as the “proposal”). The third section of the proposal—the “Methodology”—must also be designed (or revised) to include elements of the first three phases of the ISL, and you must address the “Social Justice” Seed. *Peer Review Group feedback on draft Proposals due Apr 14th and revised Proposals due Apr 21st*

b. Findings Draft (due date for “Pre-Interns” TBD)

What initial sense (analysis!) have you made of any data you have collected thus far? What is an example of the most interesting, surprising, consistent, or representative data you have gathered thus far? What patterns do you already recognize in your data? What patterns do you notice in your potential case study student data? What stories could you tell about these students’ experiences with your study? What can you tell us about your students’ achievement, engagement, and efficacy with your study and your subject area? What outliers do you see in your data—that still inform your teaching? *Peer Review Group feedback on draft Findings due Apr 14th and revised Findings due Apr 21st*

5) Discussion Draft (due on Wednesday, April 28th)

What do the patterns and outliers in your data tell you about the implications of your project—for you as a teacher, for your colleagues, for teacher education, and for educational policy? What should happen in your classroom, based on the results of your project so far? With whom might you share your project methods and results? What sense have your students made of your project methods and results? How might the “Social Justice” Seed fit into your future teaching and research?

Revised Research Project Components (20 points—4 points each)

You will submit revised versions of your Introduction, Literature Review, Methodology, Proposal or Findings, and Discussion sections. Due dates are listed above and in the schedule below. Assessment of your revisions will be based on your documented responses to the feedback your peers and Dr. Zenkov provide. Completing these revised elements will scaffold you toward completion of your final project.

Note: Each revised project component must be submitted using “track changes” and be accompanied by a memo detailing the revisions you made and why you made these. You must also describe the feedback you provided your Peer Review Group members on their drafts and the feedback they provided you.

Teacher Research Project (40 points)

Participants will design and conduct a teacher 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 an outside audience) in a (PowerPoint or otherwise)

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 maximum 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. 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. In the words of a former Mason student, "If you aren't eager to spend several days curled up reading about your topic, then it's not love, and you need to ditch it and find another topic."

Teacher Research Impact Presentation

Working independently you will identify an authentic, 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 teacher 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.

- "A" 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.
- "B" 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.
- "C" 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.
- "F" level score = Student work is so brief that any reasonably accurate assessment is impossible.

Grading Scale

A = 95-100%

B+ = 87-89%

B- = 80-82%

F = Below 70%

A- = 90-94%

B = 83-86%

C = 70-79%

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 and Participation = 20 points

Draft Research Project Components = 20 points

Revised Research Project Components = 20 points

Teacher Research Project (including presentation) = 40 points

Total = 100 points

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

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/CEHD 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 <https://ds.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>

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.

GSE/CEHD Information

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Human Subjects Research Review Process

Any research or teacher research that will be publicly disseminated must have prior approval of the GMU Human Subjects Review Board (HSRB). Teacher research that is used solely for the purpose of studying pedagogical aspects may be conducted without additional permission but cannot be disseminated.

Schedule of Topics and Assignments

Note: This schedule and all of its contents are subject to change, as we attempt to construct the most responsive, worthwhile learning experience possible.
Dark grey highlighted sessions are face-to-face

Details	Topic/Activity	Assignment due	Reading
Week #1 Weds, Jan 27 th <i>Synchronous Class</i> (4:30-7:00 pm)	<ul style="list-style-type: none"> • Introductions, course overview, syllabus, requirements, • Dissecting the research project, Introduction, "The Proposal, and the research timeline (6:30-7:00) • Differentiating between pre- and post-internship teacher research projects 	<ul style="list-style-type: none"> • Teacher Research Topic Survey 	<ul style="list-style-type: none"> • None!
Week #2 Weds, Feb 3 rd <i>Peer Review Groups</i> (4:30-6:30 pm) <i>Synchronous Class</i> (6:30-7:00 pm)	<ul style="list-style-type: none"> • Peer Review Groups w/ Zenkov (4:30-6:30) • Dissecting our Introductions • Introduction to teacher research and Youth Participatory Action Research (YPAR) • "Finding Your Research Passion" and "Starting with a Problem" 	<ul style="list-style-type: none"> • Introduction drafts • "Collect-a-Quote" Google Slide w/ <i>Surviving readings</i> • "Screenshot Stars" Google Slide w/ YPAR website • Baseline and ongoing data examples 	<ul style="list-style-type: none"> • The syllabus • <i>Surviving</i>, Introduction and Ch. 1-2 • http://yparhub.berkeley.edu/ • Zenkov, et al YPAR project • Aguirre, Kimball, Maher, Rooney Introductions—read all four • Teacher Research Project Description and Teacher Research Overview
Week #3 Weds, Feb 10 th <i>1:1 Conferences</i> (4:00-6:30 pm) <i>Peer Review Groups</i> (30" during 4:30-6:30 pm window)	<ul style="list-style-type: none"> • 1:1 conferences (4:00-6:30) • Peer Review Groups: Check in about Introduction draft feedback and "I-Chart" BDA insights from <i>Surviving</i> and example paper 	<ul style="list-style-type: none"> • Zenkov and Peer Review Group feedback on Introduction drafts • "I-Chart" BDA: Based on today's readings, what do you know about research topics/questions? • Baseline and ongoing data examples 	<ul style="list-style-type: none"> • <i>Surviving</i>, Ch. 3-7 • Introduction from one example paper in your subject area
Week #4 Weds, Feb 17 th <i>Peer Review Groups</i> (4:30-5:00 pm) <i>Synchronous Class</i> (5:00-6:30 pm) <i>Optional Conferences</i> (6:30-7:00 pm)	<ul style="list-style-type: none"> • What teaching/learning questions might we address? • Gathering baseline data on your class/students • Dissecting the Literature Review 	<ul style="list-style-type: none"> • Revised Introduction—w/ revisions tracked and described • 3 article annotations • Baseline and ongoing data 	<ul style="list-style-type: none"> • <i>Surviving</i>, Ch. 8-10 • Aguirre, Kimball, Maher, Rooney Literature Reviews—read all four

Details	Topic/Activity	Assignment due	Reading
Week #5 Weds, Feb 24 th <i>Peer Review Groups</i> (4:30-5:00 pm) <i>Synchronous Class</i> (5:00-6:30 pm) <i>Optional Conferences</i> (6:30-7:00 pm)	<ul style="list-style-type: none"> • What teaching/learning questions might we address? • "Taming the Beast: Researching/Writing a Literature Review," "Emergent Research," "Making Time for Research" • Dissecting our Literature Reviews 	<ul style="list-style-type: none"> • Literature Review drafts • Baseline and ongoing data 	<ul style="list-style-type: none"> • <i>Surviving</i>, Ch. 11-13 • Literature Review from one example paper in your subject area
Week #6 Weds, Mar 3 rd <i>Peer Review Groups</i> (4:30-5:00 pm) <i>Synchronous Class</i> (5:00-6:30 pm) <i>Optional Conferences</i> (6:30-7:00 pm)	<ul style="list-style-type: none"> • Check in about Literature Review draft feedback and "Real Book Talk" BDA insights from <i>Surviving</i> and example paper 	<ul style="list-style-type: none"> • Zenkov and Peer Review Group Feedback: Literature Review drafts • "Real Book Talk" BDA: Based on today's readings, what do you know about literature reviews? • Baseline and ongoing data 	<ul style="list-style-type: none"> • <i>Surviving</i>, Ch. 14-18 • Literature Review from one example paper in your subject area
Week #7 Weds, Mar 10 th <i>Peer Review Groups</i> (4:30-5:00 pm) <i>Synchronous Class</i> (5:00-6:30 pm) <i>Optional Conferences</i> (6:30-7:00 pm)	<ul style="list-style-type: none"> • How will we study our teaching interventions? What data will we gather on their achievement, engagement, and efficacy? • Our research plans, interventions, and data collection plans • "Trusting the Process" • Dissecting the Methodology 	<ul style="list-style-type: none"> • Revised Literature Reviews—w/ revisions tracked and described • Triangulation, timeline, and data description samples • Baseline and ongoing data <p>*Post-Internship Teacher Researchers: Implementation Week #1</p>	<ul style="list-style-type: none"> • <i>Surviving</i>, Ch. 19-24 • Aguirre, Kimball, Maher, Rooney Methodologies—read all four
Week #8 Weds, Mar 17 th <i>Peer Review Groups</i> (4:30-5:00 pm) <i>Synchronous Class</i> (5:00-6:30 pm) <i>Optional Conferences</i> (6:30-7:00 pm)	<ul style="list-style-type: none"> • How will we study our teaching interventions? What data will we gather on their achievement, engagement, and efficacy? • Our research plans, interventions, and data collection plans • "Sharing the Work" • Dissecting our methodologies 	<ul style="list-style-type: none"> • Methodology drafts • Baseline and ongoing data <p>*Post-Internship Teacher Researchers: Implementation Week #2</p>	<ul style="list-style-type: none"> • <i>Surviving</i>, Ch. 25-30 • Methodology from one example paper in your subject area

Details	Topic/Activity	Assignment due	Reading
Week #9 Weds, March 24 th <i>Peer Review Groups</i> (4:30-5:00 pm) <i>Synchronous Class</i> (5:00-6:30 pm) <i>Optional Conferences</i> (6:30-7:00 pm)	<ul style="list-style-type: none"> • Check in about Methodology draft feedback and "Puzzle" BDA insights from <i>Surviving</i> and example paper 	<ul style="list-style-type: none"> • Zenkov and Peer Review Group Feedback: Methodology drafts • "Puzzle" BDA: Based on today's readings, what do you know about Methodologies? • Baseline and ongoing data <p><i>*Post-Internship Teacher Researchers: Implementation Week #4</i></p>	<ul style="list-style-type: none"> • Methodology from one example paper in your subject area
Week #10 Weds, March 31 st <i>Peer Review Groups</i> (4:30-5:00 pm) <i>Synchronous Class</i> (5:00-6:30 pm) <i>Optional Conferences</i> (6:30-7:00 pm)	<ul style="list-style-type: none"> • Check in about Methodology revisions • Pre-Internship: Mentor teacher check-in about your project topic, research questions, Literature Review insights, Methodology elements • Dissecting the Findings 	<ul style="list-style-type: none"> • Revised Methodologies—w/ revisions tracked and described • Mentor teacher check-in <p><i>*Post-Internship Teacher Researchers: Implementation Week #5</i></p>	<ul style="list-style-type: none"> • Aguirre, Kimball, Maher, Rooney Findings—read all four
Week #11 Weds, April 7 th <i>Peer Review Groups</i> (4:30-5:00 pm) <i>Synchronous Class</i> (5:00-6:30 pm) <i>Optional Conferences</i> (6:30-7:00 pm)	<ul style="list-style-type: none"> • Qualitative analysis processes • Check in about "The Proposal" drafts and Findings drafts • Pre-Internship: Mentor teacher check-in about your project topic, research questions, literature review insights, methodology elements • Dissecting our Proposals and Findings 	<ul style="list-style-type: none"> • 2 data sets—one quantitative, one qualitative • Pre-Internship: "The Proposal" drafts • Post-Internship: Findings drafts • Mentor teacher check-in <p><i>*Post-Internship Teacher Researchers: Implementation Week #6</i></p>	<ul style="list-style-type: none"> • Findings from one example paper in your subject area
Week #12 Weds, April 14 th <i>Peer Review Groups</i> (4:30-5:00 pm) <i>Synchronous Class</i> (5:00-6:30 pm) <i>Optional Conferences</i> (6:30-7:00 pm)	<ul style="list-style-type: none"> • Check in about Proposal and Findings feedback • Pre-Internship: Mentor teacher check-in about your project topic, research questions, literature review insights, methodology elements 	<ul style="list-style-type: none"> • Zenkov and Peer Review Group Feedback: Proposals and Findings drafts • Pre-Internship: Mentor teacher check-in <p><i>*Post-Internship Teacher Researchers: Implementation Week #7</i></p>	<ul style="list-style-type: none"> • Aguirre, Kimball, Maher, Rooney Discussions—read all four

Details	Topic/Activity	Assignment due	Reading
Week #13 Weds, Apr 21 st <i>Peer Review Groups</i> (4:30-5:00 pm) <i>Synchronous Class</i> (5:00-6:30 pm) <i>Optional Conferences</i> (6:30-7:00 pm)	<ul style="list-style-type: none"> • Check in about Proposal and Findings revisions • Dissecting the Discussion 	<ul style="list-style-type: none"> • Proposal and Findings revisions—w/ revisions tracked and described <p><i>*Post-Internship Teacher Researchers: Implementation Week #8</i></p>	<ul style="list-style-type: none"> • Discussion from one example paper in your subject area
Week #14 Weds, Apr 28 th <i>Peer Review Groups</i> (4:30-5:00 pm) <i>Synchronous Class</i> (5:00-6:30 pm) <i>Optional Conferences</i> (6:30-7:00 pm)	<ul style="list-style-type: none"> • Check in about Discussion drafts • Dissecting our Discussions 	<ul style="list-style-type: none"> • Discussion drafts 	<ul style="list-style-type: none"> • None!
Week #15 Weds, May 5 th <i>Peer Review Groups</i> (4:30-5:00 pm) <i>Synchronous Class</i> (4:30-7:00 pm)	<ul style="list-style-type: none"> • Presentations • Course evaluations 	<ul style="list-style-type: none"> • Zenkov and Peer Review Group Feedback: Discussion drafts • Presentations <p><i>Final research projects and presentations due to by Fri, May 7th</i></p>	<ul style="list-style-type: none"> • None!

Note: For students completing this course pre-internship or those students completing it post-internship but choosing to implement their projects during the Fall 2021 semester, we will have approximately four required whole group meetings and/or rounds of conferences during the Fall 2021 semester.



SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.

All students are required to take Safe Return to Campus Training prior to visiting campus: it is, however, recommended for all Mason students. Training is available in [Blackboard](#).

Students are required to follow the university's public health and safety precautions and procedures outlined on the university [Safe Return to Campus webpage](#).

All students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week.

- You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
- You may only come to class if you receive a Green email response to the Mason COVID Health Check.
- If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
- Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.

Disability Services: Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the [Office of Disability Services](#).

Campus Closure: If the campus closes or class is canceled due to weather or other concerns, students should check [Blackboard](#), Mason email, or the [Mason website](#) for updates on how to continue learning and information about any changes to events or assignments.

Participation and Make-up Work: CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehdsaa@gmu.edu).

Technology Requirements:

- Activities and assignments in CEHD courses regularly use the [Blackboard](#) learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher).
- Additionally, CEHD course activities and assignments may regularly use web-conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.

Course Materials and Student Privacy:

- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
- Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
- Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
- Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.

Testing with LockDown Browser:

CEHD courses may require the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer (internal webcam) or can be the type of webcam that plugs in with a USB cable (external webcam). [Information on installing and using LockDown Browser may be found here.](#)

You will need the following system requirements for online exams:

- Windows: 10, 8, 7
- Mac: OS X 10.10 or higher
- iOS: 10.0+ (iPad only)
- Must have a compatible LMS integration
- Web camera (internal or external) & microphone
- A reliable internet connection
- Prior to your first exam, you must install LockDown Browser following the step-by-step instructions linked above.

To ensure LockDown Browser and the webcam are set up properly, do the following:

- Start LockDown Browser, log into Blackboard and select your course.
- Locate and select the Help Center button on the LockDown Browser toolbar.
- Run the Webcam Check and, if necessary, resolve any issues or permissions your computer prompts.
- Run the System & Network Check. If a problem is indicated, see if a solution is provided in the [Knowledge Base](#). Further troubleshooting is available through the [ITS Support Center](#).
- Exit the Help Center and locate the practice quiz.
- Upon completing and submitting the practice quiz, exit LockDown Browser.

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:

- Ensure you're in a location where you won't be interrupted.
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach.
- Clear your desk of all external materials not permitted — books, papers, phones, other devices.
- Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it.
- Remain at your computer for the duration of the test. Make sure that your computer is plugged into a power source, or that battery is fully-charged.
- If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test.

To produce a good webcam video, do the following:

- Do not wear a baseball cap or hat with a brim that obscures your face.
- Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or any other surface where the device (or you) are likely to move.
- If using a built-in (internal) webcam, avoid tilting the screen after the webcam setup is complete.
- Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window.
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.