

**George Mason University**  
**College of Education and Human Development**  
**Teaching Culturally & Linguistically Diverse and Exceptional Learners**

EDCI 777.DL2 – Research to Practice  
3 Credits, Spring 2021  
Asynchronous, GMU Blackboard  
January 26 – May 10

**Faculty**

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**Prerequisites/Co-requisites:**

Recommended Corequisite: [EDCI 776](#)  
Required Prerequisite: [EDCI 790](#).

**University Catalog Course Description**

Provides culminating experience that synthesizes and applies essential elements of teaching culturally and linguistically diverse and exceptional learners in international contexts. Emphasizes teacher as change agent through critical inquiry into practice. Promotes collaboration among teachers and school professionals to advance achievement of diverse learners.

**For COVID 19 procedures in Fall 2020: Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: <https://www2.gmu.edu/Safe-Return-Campus>**

**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 decade has 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 about and the methodologies with which we will engage are those associated with teacher research (i.e., research conducted by teachers for professional purposes), and developing an inquiry stance. Teacher research positions teachers as *producers* of knowledge—professionals who can learn about and improve their practice by studying important questions that emerge from their own experiences and observations.

This course is designed to provide teachers with incentives for trying out instructional innovations and tools that help them reflect on what works in their teaching. Teachers will conceptualize and design an original research project for their own students, being intentional and systematic in determining the effectiveness of their teaching.

## **COURSE DELIVERY Method**

This course will be delivered online (76% or more) using an 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 20, 2021

**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](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](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/](http://www.apple.com/quicktime/download/)

### *Expectations*

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday, and finish on Sunday.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 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**

This course is designed to enable candidates to:

1. Formulate an action research question that is relevant to their work setting;
2. Review research and prepare a literature review in support of the research question;
3. Design assessments for collecting data on the impact of a teaching intervention;
4. Use action research as a foundation for professional development, improvement of instruction, and advocacy for students; and
5. Identify strategies for sharing the results of action research.

## **Professional Standards**

Upon completion of this course, students will have met the following professional standards:

## **Teachers of English to Speakers of Other Languages (TESOL) Standards**

### **STANDARD 1: KNOWLEDGE ABOUT LANGUAGE**

Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English language learners (ELLs) acquire academic language and literacies specific to various content areas.

### **STANDARD 3: PLANNING AND IMPLEMENTING INSTRUCTION**

Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

### **STANDARD 4: ASSESSMENT AND EVALUATION**

Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.

### **STANDARD 5: PROFESSIONALISM AND LEADERSHIP**

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

## **ACTFL Standards**

### **STANDARD 3: Language Acquisition Theories and Knowledge of Students and Their Needs**

Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs.

### **STANDARD 4: Integration of Standards in Planning and Instruction**

Candidates in foreign language teacher preparation programs understand and use the national Standards for Foreign Language Learning in the 21st Century (2006) or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.

### **ACTFL STANDARD 5: Assessment of Languages and Cultures – Impact on Student Learning**

Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.

### **ACTFL STANDARD 6: Professional Development, Advocacy, and Ethics**

Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successfully in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.

### **Required Text**

Sagor, R. D. & Williams, C. (2017). *The action research guidebook: A process for pursuing equity and excellence in education* (3rd ed.). Thousand Oaks, CA: Corwin.

----OR----

Mertler, C. A. (2017). *Action research: Improving schools and empowering educators*, 5th Ed. Los Angeles, CA: Sage

### **Online Resources**

Blackboard:

Sample Action Research Projects  
Outlines for writing up each Stage of the ARP Process

Mertler Book: <http://www.sagepub.com/mertler4e/>

- Action Research Mentor App
- Author's Video Clips, including messages from actual Action Researchers
- Author's Blog
- Sample Action Research Reports, Annotated Action Research Reports
- Action Research Portraits – examples at each stage of the Action Research process following the same two projects in every chapter
- Developmental Templates for Planning each stage of the AR process
- [Chapter Resources](#) – e-Flashcards (terminology), self-quizzes, PowerPoint slides for each chapter, chapter summaries, additional web resources, selected journal articles on Action Research

### **Teacher Research Websites**

- [http://gse.gmu.edu/research/tr/tr\\_action/](http://gse.gmu.edu/research/tr/tr_action/) (GMU teacher research)
- <http://www.accessexcellence.org/LC/TL/AR/> (teacher research)
- <http://cadres.pepperdine.edu/ccar/resources.html> (international teacher research)
- <http://carn.org.uk/?from=carnnew/> (international teacher research)

## More Action Research Resources

Each starred (\*) textbook below contains at least 2 sample Action Research reports.

Alber, S.M. (2011). *A toolkit for action research*. Lanham, MD: Rowan & Littlefield. (lots of sample data collection tools & data analysis display formats)

Dana, N. F. & D. Yendol-Hoppey. (2014). *The reflective educator's guide to classroom research, 3<sup>rd</sup> ed.* Thousand Oaks, CA: Corwin Press.

\*Hendricks, C. (2009). 2<sup>nd</sup> ed. *Improving schools through action research*. Columbus, OH: Pearson.

\*Holly, M.L., J.M. Arhar & W.C. Kasten. (2008). *Action research for teachers: Traveling the yellow brick road*. Upper Saddle River, NJ: Prentice-Hall.

James, E. A., M. T. Milenkiewicz, & A. Bucknam. (2008). *Participatory action research for educational leadership: Using data-driven decision making to improve schools*. Thousand Oaks, CA: Sage.

\*Johnson, A. P. (2011). 4<sup>th</sup> ed. *A short guide to action research*. Boston: Pearson.

McNiff, J. & A.J. Whitehead. (2009). *Doing and writing action research*. London: Sage Ltd.

\*Mills, G. E. (2010). 4<sup>th</sup> ed. *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ: Prentice-Hall.

\*Moore, R. A. (2004). *Classroom research for teachers: A practical guide*. Norwood, MA: Christopher-Gordon.

\*Reason, P. & H. Bradbury-Huang. (2007). *The SAGE handbook of action research: Participative inquiry & practice*. London: Sage Ltd.

Sagor, R.D. & C. Williams. (2017). *The action research guidebook*. Thousand Oaks, CA: Corwin Press.

\*Schmuck, R. A. (2006). 2<sup>nd</sup> ed. *Practical action research for change*. Thousand Oaks, CA: Corwin Press. (contains illustrative case studies)

\*Stringer, E. T. (2007). 3<sup>rd</sup> ed. *Action research*. Thousand Oaks, CA: Sage.

## 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

Every student registered for any TCLDEL course with a required performance-based assessment is required to submit this assessment (The INQUIRY ACTION RESEARCH PROJECT) to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

**Note:** The instructor may also require the Inquiry Action Research Project to be uploaded to a Blackboard Assignment link for evaluation.

### Assignments and/or Examinations

Assignment	Due Date	Percentage/Point Value
Informed Participation	Ongoing	35% (70)
Action Plan Outline Checklist	Feb. 26th	10% (20)
Literature Review	March 4th	15% (30)
Data Collection Plan & Action Research Timeline	March 11th	10% (20)
Inquiry/Action Research Project	May 5th	30% (60)
<b>TOTAL</b>		<b>100% (200 points)</b>

### Other Requirements

#### Online Participation/Attendance Policy

- Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.** If, due to an emergency/extraordinary extenuating circumstances, you will not be able to participate during a given week of class, please contact me as soon as possible via email.

#### Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

#### Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor in APTDIE to withdraw after the deadline.* There is no guarantee that such withdrawals will be permitted.

#### Incomplete (IN)

This grade may be given to students who are in good standing, 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 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). 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. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

### Human Subjects in Research

Any research or action research that will be disseminated publicly must have prior approval of the GMU Research Development, Integrity, and Assurance (RDIA) office or the Institutional Review Board (IRB). Human Subjects Training must be completed prior to seeking RDIA/IRB approval. **Inquiry/action research that is used solely for the purpose of studying pedagogical aspects may be conducted without additional permission but cannot be disseminated.** Detailed information on what is involved in submitting a proposal to the RDIA/IRB is available from the following web sites: <http://oria.gmu.edu/research-with-humans-or-animals/institutional-review-board/human-subjects-training/> and <http://oria.gmu.edu/research-with-humans-or-animals/institutional-review-board/>. I am happy to provide you with examples of approved RDIA/IRB applications.

### Grading

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<70	0.00	

**Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the School of Education**

See the University Catalog for details:

<http://catalog.gmu.edu/policies/academic/grading/>

**Professional Dispositions**



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

### Honor Code & Integrity of Work

- **Integrity of Work:** TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). The principle of academic integrity is taken very seriously and violations are treated as such.

*Violations of the Honor Code* include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to:

<https://owl.english.purdue.edu/owl/resource/589/02/>

### Detailed Descriptions of Assignments/Course Performance Evaluation

All assignments should be turned in on the due date indicated in the schedule below via Blackboard. The submission deadline for assignments is 11:59 pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, and double-spaced. **All writing assignments should be submitted as Word documents, or a word processor-based format.** 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, except for in extraordinary circumstances.

### Informed Participation (35%)

Each week, you will have an online group discussion with your peers around the readings and/or learning activities/thinking exercises within each module. You are expected to participate in this discussion in a substantive way (by both responding directly to the prompt and by responding to others' comments). Discussion Board (DB) is particularly important in a class such as this as it provides a forum for in-depth discussion of the topics we will be exploring and an open space to work through your thoughts and ideas. **There may be more than one DB prompt/learning activity each week.**

\*\*Students will be expected to respond to each of the discussion questions that the instructor posts.

\*\*Additionally, students should respond to peers' posts in a thoughtful way.

**Informed participation is a major part of your grade. As such, it includes other weekly activities beyond Discussion Board.** For example, there are many exercises in the textbook (e.g., priority pie, graphic reconstruction of priority pie, creating measurement tools, etc.) that will be part of weekly work. You will share these activities via DB links in weekly modules and/or with your Critical Friends Group (see below).

**Discussion Board Groups:** Given the size of this class, students will be divided into 4 Groups (A, B, C, & D) around the third week of class. Group pairings will change each week so that you have an opportunity to interact with all of you peers throughout the semester.

**Critical Friends Groups:** In addition to DB groups, **I will assign you to a Critical Friends Group.** I will make Critical Friends Groups based on information gleaned about your teaching contexts, years of experience, and action research interests, etc. These groups will be formed once action research project ideas become more concrete. As you will see, initial weeks will be exploratory in nature. At various points throughout the course, I will ask you to engage with your **Critical Friends Group** to share specific elements of your action research project *and to provide meaningful feedback to your critical friends.* Thus, **it will be very important that you meet deadlines for sharing pieces of your action research project so that everyone gives and shares feedback in a timely way.** Your exchanges with critical friends will be counted as part of your informed participation grade.

**Criteria for Discussion Board/Critical Friends Communication** (see rubric below)

1. Responses to the *prompts* that I post during each week should be a minimum of one and a maximum of two fully developed paragraphs.
2. **Each module begins on a Monday.** You should *begin posting by Wednesday evening* (at the latest). This will ensure that there is time to engage in discussion over the remainder of the module. **Complete discussion by Sunday night at midnight.**
3. Address the question(s) as much as possible (don't let the discussion stray).
4. Include citations in parenthesis within your posts as needed. If you use a direct quote, include page number with source citation).
5. Draw on and share relevant prior knowledge if/when you can (work experience, prior coursework, readings, etc.). This greatly adds to the richness of the conversation.
6. Upload any additional learning activities (e.g., priority pie, etc.) as indicated within each module.
7. This is a master's capstone course, so it is important that while the DB is meant to be an open and safe space for discussion and exchanges, you should aim to maintain appropriate adherence to academic style and graduate writing expectations.
8. **As always, it is imperative to be respectful and encouraging of one another's ideas!** In this course, it will also be important to "gently nudge" each other's thinking. Sharing positive, constructive responses and feedback will be very useful in supporting the development of one another's approach to, design of, and implementation of the inquiry-based action research projects!

You will receive a score on your participation in the discussion board conversation during **selected modules** (instructor discretion). Below is the rubric that will be used to provide your scores.

**Weekly Online Discussion Rubric**

Criteria	Excellent (3 points)	Average (2 points)	Needs Improvement (1 point)
<b>Content quality:</b> Responsive to discussion and demonstration of knowledge and understanding gained from assigned reading	It is very clear that readings/content were deeply understood and incorporated strongly in responses.	The readings/content appear to be satisfactorily understood and there is adequate incorporation into responses.	It is not evident that readings/content were sufficiently understood and/or were not incorporated sufficiently into discussion.

<b>Writing quality:</b> Responses are professionally crafted and sources are cited	Writing is professionally crafted, and any sources are properly cited.	Writing is generally clear. Sources are not properly cited.	Writing is unclear and/or with errors. Sources are not cited properly.
<b>Timeliness:</b> Posts are well distributed throughout the module	Postings are well distributed throughout the module. ( <b>Posts span three or more time periods</b> ). Initial posting is on time.	Postings minimally distributed. (Responses are posted from two time periods). Initial posting is on time.	Postings are not distributed throughout the week. (Responses are posted at one time) and/or initial posting is late.
<b>Responsiveness:</b> At least posts from two others have been responded to during the module	<b>Met (1 point)</b> At least posts from two others have been responded to during the module in clearly thoughtful way.	<b>Not Met (0 points)</b> One or no others have been responded to during the module and/or responses lack thoughtfulness.	

**Additionally, other learning activities located in some modules will be worth 5 points each and will be simply scored holistically:**

5 = Superior effort, thoughtful, complete, high quality work

4 = Satisfactory effort, thoughtful, complete, quality work

**Anything below a “5” or “4” will need to be redone and reshared on DB and with Critical Friends (if applicable) in order for you to maintain the integrity and quality of your overall project. However, a score of “3” will be issued for any activity that needs redone; and score will not be changed.**

### **Action Plan Outline Checklist (10%)**

The requirements for this outline/checklist will be available on Blackboard. This outline will convey a clear plan for Stages 1, 2, and 3 of your Action Research Project.

### **Literature Review (15%)**

This assignment is intended to engage you in a thoughtful process that will help you do a bit of reconnaissance for your action research paper and continue your development as critical consumers of education literature. **Each candidate will submit a literature review (6-8 double-spaced pages, with at least 10 relevant scholarly sources—textbooks, books, and peer-reviewed journal articles).** Candidates will **read, critique, and synthesize** the literature from the field that is relevant to/informs their topic of inquiry. The literature review should present a synthesis of carefully selected research that is most relevant for providing a foundation for (informing) the action research project (e.g., research that is relevant to the question of focus, the teaching context/learners, the planned intervention/response, etc.).

You must approach this work thoughtfully in order to select readings that are highly relevant for their action research project. You will use the Mason Library Education databases to search for relevant research and are also welcome to use salient articles/book chapters from previous coursework. **An evaluation checklist for the literature review will be available on Blackboard.**

### **Data Collection Plan & Action Research Timeline (10%)**

A template for this plan will be posted on Blackboard. Your data collection plan will be driven by your research question(s) and the type of intervention/proposed solution or process that you will implement. You will also outline a timeline for implementation and data collection.

### **Inquiry/Action Research Project (30%)**

You will design and conduct an inquiry/action research project that is relevant to your present or future teaching positions. You will write a literature review, implement your action research, collect and analyze preliminary data, write the results of your project, and share with the instructor and your peers (and potentially with an outside audience). **Each candidate will write a final action research paper with all required sections.** A Final Action Research Paper Checklist will be uploaded in Blackboard and used to evaluate the final project. **The final action research project must be uploaded via TK20 and via a Blackboard Assignment Link.**

Both pre- and in-service teachers must complete this action research project/paper. It is possible to partner with another student for the purpose of sharing data and researching different aspects of a common topic. **However, each candidate must submit an original, stand-alone final project/paper.** Please note that **projects or papers submitted for credit in another course cannot also be used for a grade in this course.**

### **Assessment and Mastery Grading**

All assignments will be evaluated holistically using a mastery grading system. Specific checklists will be used to evaluate the literature reviews and final project/paper. A candidate must demonstrate “mastery” of each requirement of an assignment; doing so will result in a “B” level score. Only if a candidate exceeds the expectations for that requirement—through superb quality--will an “A” level score be earned. With a mastery grading system, candidates must *choose* to “go above and beyond” in order to earn “A” level scores.

- “A” level score = Candidate work is well organized, exceptionally thorough and thoughtful, concise and clear, and completed in a professional and timely manner. Candidate completed all format and component guidelines in an exceptional way. Candidate supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of insights/observations are exceptionally well explained.
- “B” level score = Candidate work is well organized, thorough and thoughtful, clear, and completed in a professional and timely manner. Candidate followed all format and component guidelines satisfactorily. Candidate supports assertions with sufficient concrete examples and/or explanations. Significance and/or implications of observations are satisfactorily explained.
- “C” level score = Candidate provides cursory responses to assignment requirements. Candidate followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is not provided satisfactorily.
- “F” level score = Candidate work is so brief that any reasonably accurate assessment is impossible.

## Class Schedule

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

<b>Module 1</b>	<b><i>Introduction to Action Research and Ethics</i></b>
Dates	January 25 <sup>th</sup> – January 31 <sup>st</sup>
Readings	Chapter 1, Sagor & Williams “Ethics,” Mills, Chapter 2 (online)
Assignments Due	1. Read syllabus and course schedule 2. Participate in Discussion Board 1 3. Post self-introduction

<b>Module 2</b>	<b><i>Finding a Focus</i></b>
Dates	February 1 <sup>st</sup> – February 7 <sup>th</sup>
Readings	Chapters 2, Sagor & Williams
Assignments Due	Complete DB and any other activities in weekly module

<b>Module 3</b>	<b><i>Refining the Focus &amp; Literature Review</i></b>
Dates	February 8 <sup>th</sup> to February 14 <sup>th</sup>
Readings	Chapter 3, Sagor & Williams
Assignments Due	Complete DB and any other activities in weekly module

<b>Module 4</b>	<b><i>Articulating and Drawing Your Theory of Action</i></b>
Dates	February 15 <sup>th</sup> to February 21 <sup>st</sup>
Readings	Chapters 4 & 5

Assignments Due	Complete DB and any other activities in weekly module <b>Work on drafting your literature review</b>
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<b>Module 5</b>	<b><i>Determining the Research Questions</i></b>
Dates	February 22nd to February 28th
Readings	Sagor & Williams, chapter 6 How to write a literature review (online) <a href="http://writingcenter.unc.edu/handouts/literature-reviews/">http://writingcenter.unc.edu/handouts/literature-reviews/</a>
Assignments Due	Complete DB and any other activities in weekly module <b>Action Plan Checklist DUE</b> <b>Work on drafting your literature review</b>

<b>Module 6</b>	<b><i>Building a Data Collection Plan</i></b>
Dates	March 1 <sup>st</sup> to March 7 <sup>th</sup> (NOTE: Dr. Ramos will attend AACTE in Atlanta from 2/26 – 3/3)
Readings	Sagor & Williams, Chapter 7
Assignments Due	Complete DB and any other activities in weekly module <b>Literature Review Due</b>

<b>Module 7</b>	<b><i>Working Space to Complete Data Collection Plan and Action Research Timeline</i></b>
Dates	March 8 <sup>th</sup> – March 14 <sup>th</sup> (NOTE: We will consider this week as Mason Spring Break, which is officially March 9 - 13).
Readings	No additional readings
Assignments Due	<b>Data Collection Plan and Action Research Timeline DUE</b> Begin keeping Researcher's Journal (informal)

<b>Module 8</b>	<b><i>Analyzing the Data</i></b>
Dates	March 15 <sup>th</sup> to March 21st
Readings	chapter 8 ( <b>pages 128-154</b> ), Sagor & Williams
Assignments Due	Complete DB and any other activities in weekly module <b>Conduct action research (as appropriate)</b>

<b>Module 9</b>	<b><i>Data Analysis (continued)</i></b>
Dates	March 22nd to March 28th

Readings	Chapter 8 (pages 155-166), Sagor & Williams
Assignments Due	Complete DB and any other activities in weekly module <b>Conduct action research (as appropriate)</b>

<b>Module 10</b>	<b><i>Turning Findings Into Action Plans</i></b>
Dates	March 29 <sup>th</sup> to April 4 <sup>th</sup>
Readings	Chapter 9, Sagor & Williams
Assignments Due	Complete DB and any other activities in weekly module <b>Conduct action research (as appropriate); begin putting together action research project paper</b>  <i>Individual Conferences as needed</i>

<b>Module 11</b>	<b><i>Reporting and Sharing Action Research</i></b>
Dates	April 5 <sup>th</sup> to April 11 <sup>th</sup>
Readings	Chapter 10, Sagor & Williams
Assignments Due	Complete DB and any other activities in weekly module <b>Conduct action research (as appropriate); continue drafting action research project paper</b>  <i>Individual Conferences as needed</i>

<b>Module 12</b>	<b><i>Reporting and Sharing Action Research (continued)</i></b>
Dates	April 12 <sup>th</sup> to April 18 <sup>th</sup> <b>(Note: April 10<sup>th</sup> – 12<sup>th</sup> will be break days in recognition of U.S. school systems spring vacation, but as students in this course are located around the world, some work will need to take place this week).</b>
Readings	“Writing Up Action Research,” Mills, Chapter 8 (online) <b>and</b> “Writing and Disseminating the Action Research Report,” Hendricks, Chapter 8 (online)
Assignments Due	Complete DB and any other activities in weekly module

	<p><b>Conduct action research (as appropriate); continue drafting action research project paper</b></p> <p><i>Individual Conferences as needed</i></p>
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<b>Module 13</b>	<b><i>Writing Week</i></b>
Dates	April 19 <sup>th</sup> to April 25 <sup>th</sup>
Readings	None
Assignments Due	<p>Complete DB and any other activities in weekly module</p> <p><b>Conduct action research (as appropriate); continue drafting action research project paper</b></p>

<b>Module 14</b>	<b><i>Celebrating &amp; Sharing Success!</i></b>
Dates	April 26 <sup>th</sup> to May 2 <sup>nd</sup>
Readings	
Assignments Due	<p>Provide “Abstract/Summary” or “Visual Representation” of your Action Research Project on DB!</p> <p><b>Work on final revision/edits to Action Research Project—submit if completed!</b></p>

<b>Module 15</b>	<b><i>Finalizing Action Research &amp; Project Papers</i></b>
Dates	May 3 <sup>rd</sup> – May 9 <sup>th</sup>
Readings	None
Assignments Due	<b>Final Inquiry/Action Research Project DUE</b>

### **CORE VALUES COMMITMENT**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

### **GMU Policies and Resources for Students**

*Policies*



- Students must adhere to the guidelines of the Mason Honor Code (see <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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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](mailto:titleix@gmu.edu).
- **For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .**

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