

**George Mason University
College of Education and Human Development
Secondary Education Program
SUMMER 2021**

SEED 597: RESEARCH IN SECONDARY EDUCATION

Section 01 (2 credits)

Meeting Day/time: Tuesday & Thursday, 7:20-10:00

Class Location: Zoom

Faculty:

Name: Paula Cristina Azevedo, PhD

Office Hours: Tuesdays, 5:00 - 7:00 PM

Make appointment [HERE](#)

Office: [Zoom Personal Meeting Room](#)

Email address: pazevedo@gmu.edu

Website: www.themeditatingteacher.com

Prerequisite(s)

EDCI 790 and licensure OR recommendation from academic adviser; enforced by registration system

Co-requisite

M.Ed. Program Exit Requirement: Teacher Research Impact Project

Note: Students enrolled in this course and plan to complete their research by the end of the semester must be working daily in or have access to a learning environment, since the major course assignment involves a classroom-based (including online learning) teacher research project. If you do not have your own classroom, you will need to let the instructor know before or during the first class. Alternative arrangements used successfully in the past will be offered.

*See J. Recko exemplar under spring 2015 exemplars in Bb for a study completed by a student without a classroom.

University Course Catalog Description

Links evidence of student learning to make informed instructional decisions. Engages students in critiquing various research paradigms, reviewing literature, and systematically collecting and interpreting evidence to improve practice. Facilitates completion of the M.Ed. exit requirement.

Course Overview

The major purpose of this course is for you to learn how to design and conduct a teacher research project situated in a classroom with the goal of improving your teaching and your students' learning. The course is designed to promote a professional teaching and learning

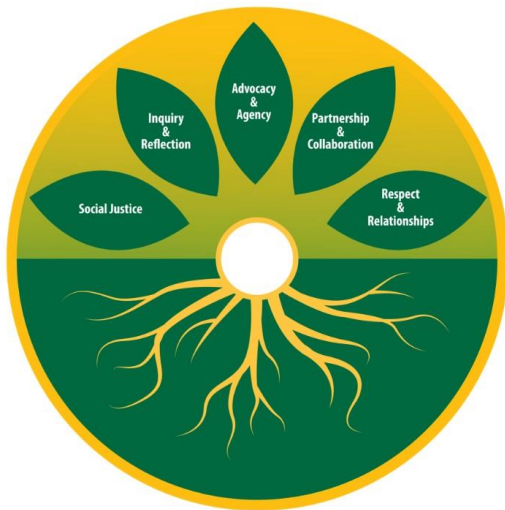
community with peer review critical friend support. Throughout the course, you are completing a research component of your study in an informal manner that you will later insert into your final polished paper. Your ultimate success with the final project requires your ongoing commitment to each step in the process and collaboration with peers for reciprocal review. The course provides an opportunity for your personal and ongoing professional development as a teacher; to consider who are you as a teacher and who you are becoming– (your teacher professional identity). As a pedagogical self-study of teaching scholar, I will work to model the process I ask of you and share my ongoing self-study of teacher research and ideas for innovative ways to collect data. I work to live and model what I profess as a life-long learner through my ongoing professional development and collaboration with my self-study of teaching colleagues. Teaching is a beautiful professional craft filled with complexities and challenges, and also with much creativity and joy.

Learner Outcomes

This course is designed to enable students to:

1. demonstrate an understanding of the process and components embedded in teacher research by conducting and assessing a chosen teacher researcher inquiry situated in their classroom and with attention to its impact on students' learning;
2. design a research proposal which makes explicit links between theory and practice;
3. examine ethical considerations when conducting teacher research;
4. conduct teacher research using the self-study action research method which includes: research question(s), research rationale and proposal; review of related literature, methods, data collection/analysis, findings, discussion and reflection of impact on students, teacher, and education field; and abstract;
5. participate in "critical collaborative inquiries" (Samaras, 2011) to gain multiple and perspectives and collaborative experiences and in interpreting research and for validation and peer review of research;
6. demonstrate integration of national and state standards for content and pedagogy as related to the research question by reflecting on their own teaching practice and its impact on students' learning respective to students' discipline;
7. demonstrate skills and applications of visual and digital literacies in a collaborative teacher research project and teacher research impact collaborative presentation.

Secondary Education “SEEDs”



Professional Standards

Students will demonstrate an understanding and application of subject area standards aligned with the National Content Standards and identified by their Specialized Professional Association (SPA); and an understanding and application of teaching and learning standards as outlined by INTASC. National Content Standards for respective discipline: NCSS, NCTE, NCTM, NSTA

National Council for the Social Studies <http://www.ncss.org/>

National Council of Teachers of English <http://www.ncte.org/>

National Council of Teachers of Mathematics <http://www.nctm.org/>

National Science Teachers Association <http://www.nsta.org/>

<http://books.nap.edu/readingroom/books/nse/>

[INTASC: Interstate New Teacher Assistance and Support Consortium](http://programs.ccsso.org/projects/interstate_new_teacher_assessment_and_support_consortium/)

http://programs.ccsso.org/projects/interstate_new_teacher_assessment_and_support_consortium/ Virginia State Standards

- [Virginia Department of Education http://www.pen.k12.va.us/](http://www.pen.k12.va.us/)
- State of Virginia, SOL Resources <http://www.pen.k12.va.us/VDOE/Instruction/sol.html>
- State of Virginia Standards of Learning Test Information <http://www.pen.k12.va.us/VDOE/src/SOLassessments.shtml>

Partnership for 21st Century Skills and the professional guidelines, National Board for Teaching Standards: <http://boardcertifiedteachers.org/certificate-areas>

Course Delivery

The course will be delivered completely online with the use of synchronous and asynchronous class sessions (see course schedule for specific dates). Class sessions will occur in 1:1, small group, and whole group sessions. Please refer to the course schedule on Bb for specific dates of synchronous and asynchronous sessions. The goal of the course is to learn how to conduct practitioner research and apply what you learn to your own classroom and teaching practice in order to improve teaching and learning. You'll be asked to complete assignments and

participate in synchronous and asynchronous activities that support your research. You'll also be collaborating and supporting your critical friends throughout the semester (more on this below).

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.

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

Technical Requirements

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

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Textbook and Resource Materials Required

Hosteler, A. L., Hawley, T., Crowe, A. R., Smith, E., Janosko, A., Koppes, L., Sprague, T., Ahlers, L., & Loudin, A., Self-study of practice as a framework to promote growth in the student teaching experience. *Studying Teacher Education*, 9, 187-200. [in **Bb req. reads**]

Myers, M., Paiz, J., Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M.,...Keck, R. (2019, December 20). General format. Purdue Online Writing Lab. https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Samaras, A. P. (2011). *Self-study teacher research: Improving your practice through collaborative inquiry*. Thousand Oaks, CA: Sage.

Online resources also available at: <http://www.sagepub.com/samaras/>

Samaras, A. P., & Roberts, L. (2011). Flying solo: Teachers take charge of their learning through self-study research. *Learning Forward, Journal of Staff Development*, 32(5), 42-45. [located on Bb under req. readings]

Additional readings and exemplars will be showcased during class to highlight specific research components.

Additional Teacher Research Resources

*Please also visit the web links for online resources posted on Bb. Also see:

- [Brite Building Resilience in Teacher Education](#)
- [Studying Teacher Education: A journal of self-study of teacher education practices](#)
- [Self-Study of Teacher Education Practices Special Interest Group](#)
- [Biennial International Conference on the Self-Study of Teacher Education Practices](#) [see “Conference History” and scroll down to “Conference Proceedings” where you will have access to pdf of papers from proceedings]

Survey and Questionnaire Development

[Pew Research Center Methods](#)

[Educator’s Guide to Questionnaire Development](#)

See: file titled “Questionnaire.Johnson” in Data Collection Tools Folder in Bb
Fowler, F. J. (2013). [Survey research methods](#). Los Angeles, CA: Sage.

Data Collecting Tools

[Google Form](#)

[Survey Monkey](#)

Data Analysis

Czaja, R., & Blair, J. (1996). *Designing surveys: A guide to decisions and procedures*. Pine Forge Press.

Patton, M. Q. (2015). *Qualitative evaluation and research methods*. Sage.

Rovessi, C., & Carroll, D. J. (2002). *Statistics made simple for school leaders*. Scarecrow Press.

Salkind, N. (2000). *Statistics for people who think they hate statistics*. Sage.

Saldaña, J. (2013). *The coding manual for qualitative researchers*. Sage.

Research and Writing

American Psychological Association (2020). [Publication Manual of the American Psychological Association](#). American Psychological Association.

Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). *The craft of research*. University of Chicago.

Dahl, K. K. (1992). *Teacher as writer: Entering the professional conversation*. NCTE.

Scribbr (2020). Youtube. <https://www.youtube.com/channel/UCrDcoflg9AJ3Ky3BGuMnqqw>

National Reports and Test Reporting Centers

[The Nation's Report Card](http://nces.ed.gov/nationsreportcard/)/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](http://www.timss.org/) and International Literacy Study

<http://www.timss.org/>

Best Evidence/School Reform Reports/School Models. Johns Hopkins University

<http://archive.education.jhu.edu/research/crre/>

Teacher Research

Falk, B., & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research*. Heinemann.

Goodnough, K. (2001). Teacher development through action research. *Action in teacher education*, 23 (1), 37-46. Access through GMU, Library, e-journal.

Greely, K. (2000). *Why fly that way?: Living community and academic achievement*. Teachers College.

Hubbard, R. S., & Power, B. (1999). *Living the questions: A guide for teacher-researchers*. Stenhouse.

Lassonde, C. A., Galman, S., & Kosnik, C. (Eds.), (2009). *Self-study research methodologies for teacher educators*. Sense.

Leedy, P. D., and Ormrod, J. E. (2001). *Practical research: Planning and design*. Merrill.

MacLean, M.S. & Mohr, M. (1999). *Teacher-researchers at work*. National Writing Project.

Meskin, T., Singh, L., & van der Walt, T. (2014). Putting the self in the hot seat: Enacting reflexivity through dramatic strategies. *Educational Research for Social Change* (ERSC), 3(2), 5-20. (Bb) Retrieved from

http://ersc.nmmu.ac.za/view_edition.php?v=3&n=2#

Samaras, A. P., Adams-Legge, M., Breslin, D., Mittapalli, K., Magaha O'Looney, J., & Wilcox, D. R. (2007). Building a plane while flying it: Reflections of teaching and learning self-study. *Reflective Practice*, 8(4), 467-481.

Samaras, A. P., & Sell, C. (2013). Please write: Using critical friend letters in teacher research. *Teacher Education Quarterly*, 40 (4), 93-109.

Samaras, A. P., & Freese, A. R. (2006). *Self-study of teaching practices primer*. Peter Lang.

Samaras, A. P., Freese, A. R., Kosnik, C., & Beck, C. (Eds.) (2008). *Learning communities in practice*. Springer Press.

Seidman, I. (1998). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. Teachers College Press.

Thomas, R. M. (2005). *Teachers doing research: An introductory guidebook*. Pearson/Allyn &

Bacon.

Wilcox, D. R., & Samaras, A. P. (2009). Examining our Career Switcher teachers' first year of teaching: Implications for alternative teacher education program design. *Teacher Education Quarterly*, 36 (4), 173-191.

Zenkov, K. & Harmon, J. (2009). Picturing a writing process: Using photovoice to learn how to teach writing to urban youth. *Journal of Adolescent and Adult Literacy*, 52(7), 575-584.

Course Requirements

Participation and Discussion with Critical Friends (50 pts)

Attendance and participation at all classes, for the entire class period is a course expectation and absence will affect your grade. Successful completion of this course requires attendance at all face-to-face classes and active participation in the online individual and critical friend work. Being on time is also essential. 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. It is your responsibility to notify the instructor ahead of time if you will arrive late or if you must miss class. You are responsible for working with your Critical Friend Team (CFT) for missed material.

Your in-class activities involve sharing weekly updates, brainstorming ideas as a teacher about the classroom dilemma you are researching, exchanging ideas for strategies and lessons, and sharing how you are integrating standards in meaningful ways. As part of your course participation, you will have the opportunity to collaborate with critical friends as you develop your teacher research project. Critical Friend Inquiries (Samaras, 2011) are designed for peer review with support and to provide alternative perspectives on interpretation to increase the validity of your research.

**It is your responsibility to respond to at least one critical friend team member for each assignment. Please assure that each team member receives a peer review. This is part of your participation grade. You are also required to provide feedback on a peer draft research report using tracking and comment bars.

Reading Check-in (35 points)

You are expected to complete all readings and come prepared to contribute to critical reflections and bring questions as they arise and especially as related to your research project. You are expected to actively participate in class and in online discussions with openness, consideration, and effort to “hear for” and “listen to” others as you also seek to be understood. **There will be a reading check-in each class session readings are assigned (a total of 7 reading check-ins).**

Assignments (50 points)

Each assignment helps you build your final paper so missing one, pushes you immediately behind. Since this is a professional development course (post licensure), high quality work (i.e., “A” work) is expected on all assignments and in class participation.

All written assignments are to be submitted as a file and submitted electronically under the respective Class Discussion Thread on Bb before the class begins. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. I am available to clarify and assist on projects and assignments, yet with your contacting me within a reasonable timeframe. I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.

Title each assignment with your last name and the name of the project/assignment, and date (e.g., Smith.ResProp.09.08.16.) Use Times Roman 12 pt. font, double-spaced for all assignments. For full consideration, all assignments are due and posted electronically on Bb prior to the beginning of class on the day and time they are due, unless otherwise announced. It is your responsibility to check the Assignment/Review Discussion Thread each week where your critical friend(s) and/or I post comments to you.

Place your feedback in your peer’s discussion thread for each assignment.

Critical friends provide support as well as a feedback loop to improve your practice. It is critical to have friends in research but critical friends are not critical in their approach with each other (Samaras, 2011). Establish ground rules with “critical friends” and visit them often. Demonstrate positive professional dispositions. Professionals are responsible, ethical, and accountable.

Each Assignment and Description is posted on Bb.

Descriptions of Assignments

1. Education-related Life History Method

Use prompts on Critical Friend inquiry 5.1 in text on pp. 95-98. Helps you explore how personal learning experiences and culture shape your inquiry, practice, and your students’ learning.

2. Research Question and Rationale

Use pp. 114-116 in text

What are you curious about? For your research paper, you should choose a research question that really matters to you. It should be something you’re curious about and willing to spend time researching and learning about. Begin to articulate why you are curious about this question and topic and why now. What is the outgrowth of this puzzlement? Write a research proposal. You may also elect to add a visual representation to your research proposal. The idea is for the visual to help you figure out your “thesis” and not to enter an art show. Approach this

assignment from where you are and honor its incompleteness as part of the research process. Ask yourself- does the proposal give you a solid framework to launch your project.

Consider how your research question might connect with your experience of school, how school felt, and how you best learned and when you felt most valued, connected, and at peace – or least valued, most disconnected, and most at war with yourself and with school. Where does this question come from for you? How might your students view the issue from their perspective and experiences?

3. Annotated Bibliography

Write an annotated bibliography of 5 peer-reviewed articles related to your topic and that you plan to use in your final project. The annotated bibliography must be in APA format.

4. Outline of Literature Review

You learned several ways to organize and synthesize your research. In this assignment you are tasked with developing a detailed outline for your literature review and provide feedback to your critical friend(s). The outline can be organized in any of the ways described in this week's lesson. You must include in-text citations of relevant sources you'll be including in each section and subsection of your paper. This detailed outline will serve as a roadmap for your first draft of your literature review.. Of course, as you write your first draft you may notice that your outline may need to be adjusted. This is perfectly normal and a part of the writing process.

5. Literature Review

See pp. 127-134 in text.

Begin to ask yourself:

- What does the literature review add to my understanding of my research topic?
- What common topics and themes have I found in the literature?
- What ideas for pedagogical strategies can I adapt from the literature?

Use the topics to design your conceptual framework or mapping of the “big ideas” and connections you find in the literature to your study. Format is your choice, e.g. annotated bibliography, narrative, etc. Note that this is a draft and will not be in condition to just insert into your final research paper, but with feedback from critical friend(s) and the instructor and some editing your literature review will then be ready to include in your final paper.

6. Description of the Method: Data Chart & Pedagogies

See assignment description on Bb. Also see required reading exemplars: Mautz p.13; Payden pp. 10-11; Walsh p. 17

7. Peer Review of Draft 1

Post your draft for peer review. Critical friends use actual evaluation rubric to provide peer review along with tracking and comments on the peer draft. Use the templates below for your draft. Be sure to select the correct one for you circumstances:

- Post-Internship [Paper Template](#)
- [Pre-Internship Paper Template](#)

Use the SEED 597 [Research Project Proposal Paper Rubric](#) to guide your feedback.

How to provide feedback:

- Download your peer's paper. Turn on track changes and/or provide comments in the document.
- In the discussion board provide peer with at least one Praise, one Polish and a Question.

8. Collaborative Teacher Research Impact Presentation

The M.Ed. Program exit requirement is a teacher research impact project and presentation, which is completed during your capstone course, EDUC 675. The Teacher Research Impact Project and Presentation is an ungraded requirement for EDUC 675, however, students are required to successfully complete a Teacher Research Impact Presentation in order to exit and graduate from the Secondary Education program. Your grade for EDUC 675 will be posted only upon successful completion of the Teacher Research Impact Presentation.

Working independently or in small groups—likely your critical friend group—you will identify one authentic, alternative, preferably contemporary media-based method through which you will share the impact of your teacher research. While you will make a brief presentation of your individual research findings in class, the mission of this assignment is for your group to design and enact a presentation that moves the public understanding of your group members' studies along. You might choose to create a collective presentation on your group members' projects or you might highlight one group member's project proposal. You might decide to present your knowledge about a theme or topic central to each of your research topics such as differentiation or classroom environments. You might highlight the very importance of action, teacher, or practitioner research or summarize the findings of your group members' efforts. 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 at a later point.

[Instructor Review of Draft 2 \(Final Assignment\)](#)

Based on your critical friend's feedback, edit your second draft and post it for review by instructor.

[Final Teacher Research Project will be completed in the Fall](#)

For your final report, use the Research Project Headings template located on Bb and the Assessment Rubric below with attention to each detail. Look at the headings posted at the beginning of the semester so you can see where you are headed. There are spaces for your final report in the template.

Please use this checklist for common errors before submitting your final research paper:

1. All teacher research reports must adhere to APA format. Your project should be useful to you and your students.

2. Use Times Roman 12 pt. font, double-spaced throughout paper including between paragraphs.
3. Do not use right justification for formatting.
4. Do not use any identifying information of students, staff, school, or school system.
5. Cite all works properly. Need at least 10 references.
6. Spell out acronyms when you note them the first time. e.g., English Language Learners (ELL)
7. Change everything to past tense, e.g., “I collected” instead of “I will collect.”
8. Include an appendix.
9. Check that your abstract is written in third person and includes an implications sentence.
10. Upload to Bb

Assignments and Grading

Participation and discussion with critical friends = 50 points

Reading Check-ins = 35 points

Assignments of Research Project Draft Components= 50 total of points

Assignment 1: Education-related Life History (5 pts)

Assignment 2: Research Question & Rationale (5 pts)

Assignment 3: Annotated Bibliography (5 pts)

Assignment 4: Literature Review Outline (5 pts)

Assignment 5: Draft Literature Review (5 pts)

Assignment 6: Description of Methods Chart (5 pts)

Assignment 7: Peer Review of Draft 1 (10 pts= 5 pts for draft 1 & 5 pts for peer-review)

Assignment 8: Collaborative Teacher Research Impact Presentation (10 pts)

Teacher Research Project Proposal Paper = 50 points

Total = 185 points

Grade	Standards	Percentage	Grade Points	Graduate Courses
A	Meets Standard	95 – 100	4.00	Satisfactory / Passing
A-	Meets Standard	90 – 94	3.67	Satisfactory / Passing
B+	Approaches Standard	87 – 89	3.33	Satisfactory / Passing
B	Approaches Standard	83 – 86	3.00	Satisfactory / Passing

B-	Does not meet Standard	80 – 82	2.67	B- is not a passing course grade.
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Professional Dispositions

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

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions.

Commitment to the profession

- Promoting exemplary practice

Excellence in teaching and learning

- Advancing the profession

- Engagement in partnerships

Commitment to honoring professional ethical standards

- Fairness

- Honesty

- Integrity

Trustworthiness

- Confidentiality

- Respect for colleagues and students

Commitment to key elements of professional practice

- Belief that all individuals have the potential for growth and learning

- Persistence in helping individuals succeed

- High standards

- Safe and supportive learning environments

- Systematic planning

- Intrinsic motivation

- Reciprocal, active learning

- Continuous, integrated assessment

- Critical thinking

- Thoughtful, responsive listening

Active, supportive interactions

- Technology-supported learning

- Research-based practice

Respect for diverse talents, abilities, and perspectives

Authentic and relevant learning

Commitment to being a member of a learning community

- Professional dialogue

Self-improvement

Collective improvement

- Reflective practice

- Responsibility

Flexibility
Collaboration
Continuous, lifelong learning
Commitment to democratic values and social justice
 Understanding systemic issues that prevent full participation
 Awareness of practices that sustain unequal treatment or unequal voice
 Advocate for practices that promote equity and access
 Respects the opinion and dignity of others
 Sensitive to community and cultural norms
 Appreciates and integrates multiple perspectives

CLASS SCHEDULE

https://docs.google.com/document/d/15L_TlIVfMI0NieQwoVaWxQjLs7OfbGOjZmKtlWyKqsQ/edit?usp=sharing

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

Core Values Commitment

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

GMU Policies And Resources For Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

University Libraries <https://library.gmu.edu>

Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

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

For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Crisis in Education App at: <https://itunes.apple.com/us/app/in-case-of-crisis-education/id476578079?mt=8>

Sustainability at GMU

George Mason University is focusing on making our community “greener” and reducing the impact on the environment. This course will contribute to this effort in the following ways:

- Syllabus, assignments, and all Lesson Guides and Handouts will be available electronically before class on Blackboard.
- All assignments will be submitted through Blackboard.
- Incorporate teaching sustainability in the content of your lesson plans (for example, human’s role in reducing their impact on the environment.) Think and teach about what the next generation needs to know about “greening.” Please consider reducing waste in your teaching practice.

Human Subjects Research Review Process

Any research that is generalizable must have prior approval of the GMU Human Subjects Review Board (HSRB). Research conducted for this course is used solely for the purpose of learning pedagogical aspects and may be conducted without additional permission. You need to inform your school administrator that you are learning and enacting self-study action teacher research to improve your teaching and student’s learning. Detailed information on what is involved in submitting a proposal to the Review Board is available from the following web site: <http://oria.gmu.edu/>

SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE

PLEASE REVIEW THE [SAFE RETURN TO CAMPUS & REMOTE LEARNING GUIDANCE](#).