College of
EDUCATION & **HUMAN DEVELOPMENT**   **GEORGE MASON UNIVERSITY**

SOCIAL JUSTICE
RESEARCH-BASED PRACTICE
CORE VALUES
INNOVATION
ETHICAL LEADERSHIP
COLLABORATION

Promoting Learning & Development Across the Lifespan

George Mason University
College of Education and Human Development
Secondary Education Program

SEED 675 (Section 001):
Research in Secondary Education
3 Credits
Spring 2022
Monday, 7:20 p.m. - 10:00 p.m.
Class Location: Thompson Hall 1020
Fairfax Campus

Instructor: Dr. Lynda Herrera
Office Hours: By appointment in person or via Zoom https://gmu.zoom.us/j/2601356921
Office Location: SEED Program office Thompson Hall 1800; Fairfax campus
Email: lherrer8@gmu.edu
Mobile Phone: 917-703-1404 (for voice calls only between the hours of 9am-5pm; no texts please)
Synchronous Class Zoom Link: https://gmu.zoom.us/j/2601356921

Note: This course uses a hybrid mode, beginning with face-to-face meetings and then continuing using a combination of online synchronous meetings and asynchronous tasks. See the Class Schedule for details.

Course Description

SEED 675: *Research in Secondary Education.* 3 credits. 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. Notes: All students enrolled in this course must be working daily in or have access to a classroom setting classroom setting (during the semester in which they enroll in this course or a semester following), since the major course assignment involves a classroom-based teacher research project. Offered by School of Education. May not be repeated for credit. Equivalent to EDUC 675. **Recommended Prerequisite:** SEED 540, SEED 522 **Recommended Corequisite:** For students seeking English licensure: SEED 669 and EDRD 619 For students seeking math licensure: SEED 672 and EDRD 619 For students seeking science licensure: SEED 673 and EDRD 619 For students seeking history/social studies licensure: SEED 667 and EDRD 619 For students seeking computer science licensure: SEED 676 and EDRD 619 **Required Prerequisites:** (SEED 569[B], 569[XS], 572[B], 572[XS], 573[B], 573[XS], 567[B], 567[XS], 566[B] or 566[XS]). [B] Requires minimum grade of B. **Prerequisites/Corequisites** SEED 522 (required prerequisite), SEED 669/EDRD 619 (required prerequisites or corequisites), SEED 440/540 (recommended prerequisite; formerly EDUC 372/672).

Course Overview

The 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 will complete stages of your research project (proposal) to compile into your final 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. As a whole course, it provides an opportunity for your personal and ongoing professional development.

Course Delivery Method

All SEED classes have designated delivery modes and specific modes for each class session (e.g., face-to-face, virtual synchronous, virtual asynchronous). The vast majority of SEED classes will be held in a face-to-face mode this spring on the Fairfax campus. **Students are expected to attend every class session in the mode that it is offered.** If you must miss a class session for illness or another valid reason, you are expected to proactively communicate (ahead of the class session) with your instructor about your expected absence. **This course uses a hybrid mode, beginning with face-to-face meetings and then continuing using a combination of online synchronous meetings and asynchronous tasks. See the Class Schedule for details.** Material will be presented, and course objectives met in a variety of ways, including through class discussions, small and large group activities, individual and group work sessions, lecture, on-site research, and student presentations in a hybrid format. Visual aids and various uses of technology will be used to complement an interactive approach to learning. **As the teacher of this class, I am available for discussion and support during office hours, via phone and by e-mail. Let's keep in touch!!!**

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.

Learner Outcomes/Objectives

This course is designed to enable students to:

| Upon successful completion of this course students will be expected to: meet these course objectives:	Methods by which your acquisition of each objective are measured:
Demonstrate an understanding of the process and components used in teacher research by conducting and assessing a chosen scholarly inquiry project situated in their classroom and impact on students' learning	• Active Participation • Class Discussions • Textbook Reading • Article Readings/Video assignments • Class assignments • Written Responses • Draft Research Project Components • Constructive Peer Group Work • Teacher Research Project • Research Presentation
Prepare a research proposal which makes explicit links between theory and practice	• Written Responses • Draft Research Project Components • Constructive Peer Group Work • Teacher Research Project • Research Presentation
Examine ethical considerations when conducting teacher research	• Active Participation • Class Discussions • Textbook Reading • Article Readings/Video assignments • Class assignments • Written Responses
Conduct teacher research which includes research question(s), a research proposal, a review of related literature, methods/design, data collection/analysis, findings, and a discussion of impact on students, teachers, and the education field	• Active Participation • Class Discussions • Textbook Reading • Article Readings/Video assignments • Class assignments • Written Responses • Draft Research Project Components • Constructive Peer Group Work • Teacher Research Project • Research Presentation
Participate in critical and collaborative inquiries to gain multiple perspectives in interpreting research and for validation and peer review of research	• Active Participation • Class Discussions • Class assignments • Written Responses • Constructive Peer Group Work
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	• Active Participation • Class Discussions • Class assignments • Written Responses • Constructive Peer Group Work
Demonstrate skills in the application of technology and use of resources in teacher research	• Teacher Research Project • Research Presentation

Professional Standards

By the end of this course 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):

- 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

Students should also have an understanding of and be able to apply the standards of the Interstate New Teacher Assistance and Support Consortium (INTASC): https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf
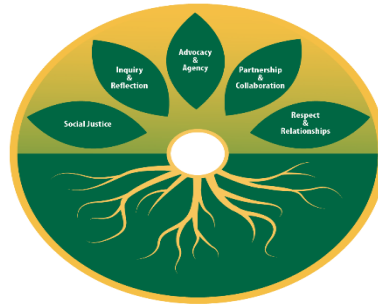
As illustrated by the model above, the SEED program is guided by five "Seeds" or principles that students are expected to understand and learn to apply in their teaching and professional lives: Social Justice, Inquiry and Reflection, Advocacy and Agency, Partnership and Collaboration, and Respect and Relationship. SEED students address each Seed in a developmental fashion, twice during their licensure program and once again during the master's teacher research capstone experience:

- Each Seed is introduced, and students demonstrate initial understandings and consider initial applications to teaching of the Seeds (as determined by the program and course instructor) during one of the five pre-licensure courses ("Foundations," Methods I, Human Development, Methods II, Content Literacy)
- All five Seeds are revisited, and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds (in a manner they determine) during internship and internship seminar.
- All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)

Course	Seed/Definition	Key Assignment Description
"Foundations of Secondary Education"	**"Advocacy and Agency"** The SEED program educates teachers to develop a commitment to advocating for and developing agency in every young person. Teachers' advocacy activities begin with pedagogical interactions and extend into school and community contexts. Similarly, teachers' consideration of youths' agency begins with enabling them to act independently and make choices in their own best interests—in the classroom and beyond.	**Multi-Genre Blog** The multi-genre blog is a collection of self-contained artifacts, representing multiple genres, united by a common theme. Each piece included in the collection must represent an aspect of the teacher candidate's teaching philosophy, and be drawn from their research, clinical and life experience, and class discussions. The blog must demonstrate the teacher candidate's understanding of why and how they will advocate for their students' well-being and success and help their students develop greater agency in school and beyond.
Methods I	**"Social Justice"** The SEED program educates teachers to develop a commitment to social justice. Such a commitment encompasses the belief that all members of our school, university, and broader communities can contribute to disrupting inequitable interactions, practices, and structures, with a focus on enhancing each individual's opportunity to learn and succeed. Social justice is also closely aligned with "equity," which involves the implementation of anti-oppressive and antiracist interactions, practices, and structures that ensure that every individual has an unbiased, impartial, responsive, and appropriately scaffolded opportunity for academic and professional success.	**Lesson Plan** Using a provided format, the lesson plan must include objectives, standards, instructional plans, assessments, classroom layout(s), a teacher script, and all materials that would be given to students as part of the lesson. The lesson must demonstrate the teacher candidate's ability integrate justice concepts/content into their instruction.
"Human Development	**"Relationships with and Respect for Youth"** The SEED program educates teachers to develop relationships with and respect for youths. When a school culture promotes respect, support for students' identities, senses of belonging, and tolerance, students are able to work as active participants in the classroom and the community. Secondary teachers who create a welcoming environment in their classrooms; who strive to know and	**Case Study/Student Application Project** The case study/student application project is a summative assessment of the teacher candidate's ability to use psychological theory to analyze problems in a classroom and practice approaches a thoughtful, ethically principled teacher would use to solve problems. The case study/student applicant project must demonstrate the teacher candidate's

and Learning"	honor students' backgrounds, preferences, and perspectives; who build relationships with young people based on trust and mutual understanding; and who connect curriculum to students' cultures hold key to effective instruction. Their instruction will contribute to developing unique individuals who will be able to connect their life experiences to learning.	understanding of how and why teachers can use psychological theories and principles to develop relationships with and demonstrate respect for youths, with an ultimate goal of enhancing adolescents' school and life success.
Methods II	**Inquiry and Reflection** The SEED program educates teachers who appreciate and know how to ask questions about their practices and who are critically reflective of their pedagogies, empowered by evidence. The ability to inquire and reflect on one's teaching practice is foundational to educators' ongoing and self-directed professional growth across their professional lifespans. Educators who can inquire into and consistently implement effective instructional practices--and who can critically reflect on and evaluate their pedagogies--will be the most responsive teachers and will best inspire students to learn.	**Unit Plan/Lesson Implementation** Teacher candidates will use the "backwards design" process to develop a plan for teaching a unit which actively involves students in meaningful learning; individualizes learning to accommodate the strengths and needs of students; and provides authentic assessments. Unit plans will include objectives, a calendar, and an outline of each day in the unit. One lesson of the unit must be taught/co-taught in the teacher candidate's clinical experience classroom, and the unit plan and lesson implementation must demonstrate the candidate's understanding of how and why teachers use inquiry and reflection to improve their pedagogical practices and enhance student learning.
Content Literacy	**"Collaboration and Partnership"** The SEED program educates teachers who value collaborative engagement in learning and teaching and supporting collaboration through different forms of partnership. Collaboration takes on many forms, including collaboration amongst teacher candidates and their peers, course instructors and faculty advisors, mentor teachers in schools, their students and their students' families and caregivers, and amongst experts in their fields of teaching. These collaborations occur through a shared understanding of partnership. By spanning multiple boundaries, the SEED program supports partnerships with local schools and their divisions, with state and national professional associations, and with international experiences in other countries.	**Disciplinary Literacy Inquiry Project** Teacher candidates complete an inquiry into methods of supporting students' comprehension in their respective content areas. Using resources from class and peer-reviewed articles, candidates develop an understanding of how to guide and deepen students' comprehension, addressing questions including "Why is it important to be literate in our respective subject areas?". The inquiry project must demonstrate the candidate's understanding of how why teachers collaborate with other education professionals, students, families and caregivers and others to support students' subject area comprehension and literacy learning.
Internship and Internship Seminar	**All SEED Seeds: Applications to Teaching** All five Seeds are revisited, and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds during internship and internship seminar.	
Teacher Research (for master's students only)	**All SEED Seeds: Applications to Teaching and Teaching Inquiries** All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)	

Required Texts

Required Text
Mertler, C. (2020). *Action research: Improving schools and empowering educators* (6th ed.). SAGE Publications.

Note: The textbook includes important online resources at https://edge.sagepub.com/mertler6e. Additional readings, web-based resources, and exemplars will be showcased to highlight specific research components; these will be provided as PDFs and links via Blackboard.

Recommended Texts
American Psychological Association (2020). *Publication manual* (7th ed.). American Psychological Association.
Note: Guidelines available from the Purdue Online Writing Lab at
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html

Additional Resources

Action Research

Baily, S., Shahrokhi, F., & Carsillo, T. (2017). *Experiments in agency: A global partnership to transform teacher research*. Sense Publishers.[*]

Kemmis, S., McTaggart, R., & Nixon, R. (2013). *The action research planner: Doing critical participatory action research*. Springer Science & Business Media.[*]

McNiff, J. & Whitehead, J. (2009). *You and your action research project*. Routledge.

McNiff, J. (2016). *Writing up your action research project*. Routledge.

Noffke, S. E., & Somekh, B. (2009). *The SAGE handbook of educational action research*. SAGE Publications.[*]

Qualitative Design and Analysis

Maxwell, J.A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). SAGE Publications.

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

[*]available online through the Mason library.

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.

VIA Performance-Based Assessment

Every student registered for any Secondary Education course with a required VIA performance-based assessment(s) (designated as such in the syllabus) is required to submit this/these assessments (s) to VIA through 'Assessments' in Blackboard (regardless of whether a course is an elective, a one-time course, or part of an undergraduate minor). For SEED 675 this assessment is the: **ACTION RESEARCH PROJECT**. A student's grade cannot be posted unless the assessment has been completed and submitted. Failure to submit the assessment to VIA (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 VIA submission, the IN will convert to an F nine weeks into the following semester

Course Performance Evaluation

Assignments

Students are expected to submit all assignments on time using Blackboard, and, when indicated VIA or other online submission system. Late work will not be accepted without a prior request.

Assignment	Points	Due Date
Active Participation/ Protocol Adherence	100	Ongoing
Research Article Critiques and Written Response	100	Critiques: February 14 Written Responses: January 24, 31; February 14; March 28
Draft Research Project Components and Constructive Peer Group Review	200	Template February 14 Setting: February 21 Literature Review: February 28 Methodology March 7 Introduction: March 21 Results: April 4 Discussion: April 11
Action Research Project	500	May 2
Research Presentation	100	April 25, May 2
TOTAL	**1000**	

<mark>The 1000 points are converted to the 100-point grading scale below.</mark>

Graduate Grading Scale:

Grade	Standards	Grading	Graduate Courses
A	Meets Standard	95 – 100	Satisfactory / Passing
A-	Meets Standard	90 – 94	Satisfactory / Passing
B+	Approaches Standard	87 – 89	Satisfactory / Passing
B	Approaches Standard	83 – 86	Satisfactory / Passing
B-	Does Not Meet Standard	80 – 82	*B- is not a passing course grade for licensure*
C	Does Not Meet Standard	70 – 79	*C is not a passing course grade for licensure*
F	Does Not Meet Standard	Below 70	*F is not a passing course grade for licensure*

- "A" level score = Student work is well-organized, exceptionally thorough, 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.
- 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.

Assignment 1
Active Participation/ Protocol Adherence

DUE: Ongoing
POINTS: 100
PURPOSE: Continuous attendance, active participation, and adherence to protocol procedures are the attributes that allow our class sessions to be collaborative, maintain high standards, and encourage learning to take place.   Students are expected to attend all class periods of courses for which they register. Class attendance and participation with the whole group, in constructive peer groups (CPG), and in 1-on-1 conferences are important - not only to the individual student, but to the class as whole. This course is designed to provide ongoing opportunities to learn through conversation. These conversations provide spaces for you to think out loud, to explore your conceptional understandings, to share uncertainties and successes, to ask questions, and to learn from each other. Like written assignments, class participation is both a central means of learning and an assessment tool. Your participation will be determined by your ACTIVE participation in class activities and discussions, your professional conduct in class, and clear evidence that you have completed course readings and tasks. Absences, tardiness, or early departures as de facto evidence of nonparticipation and as a result lower the grade.

PROCEDURE: Attendance is a prerequisite for class participation, **absences and tardiness will have a negative impact** on your participation grade. Attend each class session and actively participate in class discussions and activities without extraneous distractions and off-task activities (i.e., texting, reading email, etc.…). This applies to in person AND online classes.

Rubric

	Acceptable	Unacceptable
ACTIVE PARTICIPATION /75	-participates *actively* in each class discussion and activities (asks questions, engages in topics conversation, partakes in hands-on activities, etc…). -participation is respectful and inclusive of others in the class. -spends time only on the tasks associated with this course and the instructor's directions. -comes to class with knowledge of prepared readings and pre-class assignments - clear evidence of completion of course tasks -online classes: Students maintain video "on" status -follows GMU's policies on attendance and code of conduct as indicated in the University Catalog -attends all class sessions on time, remains in class sessions for the duration.	-does not participate *actively* in each class discussions and activities -participation is not respectful and inclusive of others in the class. -does not spend time only on the tasks associated with this course and the instructor's directions. -did not come to class with knowledge of prepared readings and pre-class assignments - no evidence of completion of course tasks -online classes: Students maintain video "off" status -does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog -absent from _____ class session -tardy to _____ class sessions -departed _____ class sessions early
PROTOCOL POLICY /25	-attention is focused on activities and discussion while in class: does not engage in personal emails, instant messaging, texting, social media, games, and web surfing. -electronic devices are off or in sleep mode unless using the device for notetaking -demonstrates ethical and responsible behavior in class and on the GMU network. -mobile telephones are on silent. -emergency telephone calls are taken outside of the classroom. -professional conduct in class by participating appropriately in conversation by using appropriate terms, being inclusive and respectful to the instructor and fellow classmates. -uses professional and ethical judgment when posting messages on social media networks. (**NOTE**: DO NOT post pictures of children or classmates on any social media platform.) -follows GMU's policies on attendance and code of conduct as indicated in the University Catalog	-attention is NOT focused on activities and discussion while in class by activities such as: engages in personal emails, instant messaging, texting, social media, games, and web surfing. -does not demonstrate ethical and responsible behavior in class and on the GMU network. -does use mobile telephone to call or text -does not use professional and ethical judgment when posting messages on social media networks. -is not professional conduct in class by participating appropriately in conversation by using appropriate terms, being inclusive and respectful to the instructor and fellow classmates. -does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog - does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog

DUE:

Critiques: February 14	Written Responses: January 24, 31; February 14; March 28

POINTS: 100

PURPOSE: A research course is very different from other courses in the secondary education program because you are learning research techniques and implementing those techniques in a classroom setting. The course challenges you to think and engage with research. It is important to engage with the content you read to ensure you analyze the content in an appropriate manner. To accomplish this engagement, you will be required to complete written assignments throughout the course.

PROCEDURE:
- **A. Written Responses:** You will have various written assignments throughout the semester. See the class schedule for specific assignments and due dates. (40 points/ 10 points for each assignment)
- **B. Research Article Critiques:** You are required to incorporate a minimum of five (5) peer reviewed, academic based journal articles into the literature review section of your research project. Each article must be read and critiqued using the 'Research Article Critique' found on Blackboard and provided in class. See the class schedule for specific due dates. (60 points/ 12 points for each critique)

Rubric for EACH Written Response

	Excellent	Adequate	Unacceptable
Written responses /5	-provides detailed responses to the question(s) for the assigned reading in the word limit or -completes assignment associated with reading with detailed responses	-provides mostly detailed responses to the question(s) for the assigned reading -word limit is mostly followed or -completes assignment associated with reading	-does not write a paragraph for the assigned reading. -does not complete assignment associated with reading -completes assignment late
Quality /5	-Format and writing are of professional quality (double spaced, error free, well composed and articulated, overall quality work).	-Format and writing flow well and are easy to read with only minor typos and mistakes.	-Format and writing are incomplete, disorganized, unedited, and/or difficult to follow.

Rubric for EACH Research Article Critique Assignments

	Excellent	Adequate	Unacceptable
Critique /12	-completes all sections of Research Article Critique –Article is appropriate for selected research study	X	-does not complete assignment Research Article Critique

Assignment 3
Draft Research Project Components and Constructive Peer Group Reviews

DUE:

Template February 14 Setting: February 21 Literature Review: February 28	Methodology: March 7 Introduction: March 21 Results: April 4 Discussion: April 11

POINTS: 200 (28.6 points for each draft component)

PURPOSE: Research does not occur overnight – it is a thoughtful, paced, and monitored process. We have you complete various drafts of each section of your final project to ensure you carry out your research project in a logical, step by step process. This ensures you are conducting your research in a timely manner and in a way that safeguards the process for you and your student participants. Participants contribute to each other's learning by actively listening, exchanging ideas, sharing learning from reading and websites, peer view, and supporting each other's. Please see "Research Project Outline" located on Blackboard for specific descriptions of each section.

PROCEDURE:
1. **Draft:** You will submit ONE Microsoft word document on Blackboard. The document will contain the five research project sections: the introduction, literature review, methodology, findings, and discussion. You will add to the document as you progress through each graded component. This ONE document will be added to each time you complete a component of the research project and uploaded to Blackboard. The below rubric is used **each time** one of the draft components is submitted to the instructor.
2. **Constructive Peer Group: You will be placed in Constructive Peer groups.** You will share your ONE Microsoft word document with your Constructive Peer Group for your peer to provide **feedback to you** the "Constructive Peer Group Review of Research Project Form" (located on Blackboard). The below rubric is used **each time** one of the draft components are submitted to your peer. You are graded on feedback to your peer based on the rubric below. You will upload the "Constructive Peer Group Review of Research Project Form" to Blackboard.
3. There will be 7 assignments on Blackboard: Draft Template, Draft Setting, Draft Literature Review, Draft Methodology, Draft Introduction, Draft Results, Draft Discussion. You will upload your ONE Microsoft word document to each of these assignments AND your Constructive Peer Group Review of Research Project Form provided to you from your peer.

Rubric for each draft component

Rubric for component marked:
Template: _____ Setting: _____ Literature Review: _____ Methodology: _____ Introduction: _____ Results: ___Discussion: _____

	Excellent	Adequate	Unacceptable
Draft submitted for completion to instructor /14.6	-draft component was uploaded to Blackboard by due date/time -draft includes much detail for all items for the component as described in the "Research Project Outline" -Format and writing are of professional quality (double spaced, error free, well composed and articulated, overall quality work, organized)	-draft component was uploaded to Blackboard by due date/time -draft includes some detail for all items for the component as described in the "Research Project Outline" --format and writing flow well and are easy to read with only minor typos and mistakes. -somewhat professional -some unorganized areas -draft component is missing _____ as described in the "Research Project Outline"	--draft component was not uploaded to Blackboard by due date/time -draft lacks detail and is difficult to understand for the component as described in the "Research Project Outline" -format and writing are incomplete, disorganized, unedited, and/or difficult to follow. -not professional looking -not organized -sloppy
Draft submitted for Peer Review /14	-Embraces peer review process -Met with Constructive Peer Group face-to-face or virtual during assigned time -completes Constructive Peer Group Review of Research Project Form with detailed advice for peer. -peer review is thoughtful, constructive, and complete. -uses glow/grow statements to support peer	-completes Constructive Peer Group Review of Research Project Form but does not provide detailed advice for peer/provides only minimal feedback -peer review does not provide detailed guidance for improvement, is not thoughtful or constructive, incomplete -somewhat uses glow/grow statements to support peer	-Does not meet with Constructive Peer Group face-to-face or virtual -Does not complete Constructive Peer Group Review from for peer -completes Constructive Peer Group Review of Research Project Form but does not provide detailed advice for peer/provides only very minimal feedback -peer review is not thoughtful -feedback is very critical and not constructive. -does not use glow/grow statements to support peer -shows little concern for peers' learning or input or peer review

Assignment 4
Action Research Project

DUE: May 2
POINTS: 500
PURPOSE: The purpose of this course is to link evidence of student learning to make informed instructional decisions. This assignment aims to engage students in creating an action research project with the intention of engaging students in critiquing various research paradigms, reviewing literature, and systematically collecting and interpreting evidence to improve practice

PROCEDURE: Each participant will design and conduct a teacher action research project that is relevant to your present or future teaching position. Outlines, examples, descriptions, and rubrics of these projects will be provided. You will write a literature review, collect and analyze data collection, and share the results of your study with our class. With special permission from the instructor, 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. *Please note that B- is not a passing grade for this assignment.*

Special note: 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: Human Subjects - Office of Research Integrity and Assurance (https://oria.gmu.edu/topics/human-subjects/)

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.

Please note that the below rubric creates a total point value that will be multiplied by 5 to create a point value for this assignment.

	BELOW EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
	0-3.5 points / F	**3.5-4 points / C**	**4-4.5 points / B**	**4.5-5 points / A**
Title Page and Abstract 1 page each 5 points	Abstract is so brief, incomplete, or off-topic that accurate assessment is impossible.	Includes only general statements about the study. Information on methods and procedures to be followed is sketchy or missing. Outside of required length.	Includes an identifiable summary that addresses the purpose of the study. Mentions methods and procedures to be followed but not sharply focused.	Project includes a concise summary that reports factually on the purpose of the study and the methods and procedures to be followed.
	0-6.9 points / F	**7-7.9 points / C**	**8-8.9 points / B**	**9-10 points / A**
Introduction, Rationale, Area of Focus, and Research Questions 3-4 pages, 10 points	Section is so brief, incomplete, or off-topic that accurate assessment is impossible. Does not clearly explain the context or state the research purpose or questions.	Project includes minimal information on the context framework for the study. Does not offer a rationale for the study or does so only superficially. States the research question and purpose of the study but may be unclear or lack specificity.	Project includes an adequate context/theoretical framework for the study and a defensible rationale for its execution, though one or both may be weakly developed. Explicitly states the research question and purpose of the study.	Project includes a sound context/theoretical framework for the study and a compelling rationale for its execution. Clearly and explicitly states the research question and purpose of the study.
	0-10.5 points / F	**10.5-12 points / C**	**12-13.5 points / B**	**13.5-15 points / A**
Literature Review 4-6 pages 15 points	Literature review is so brief, incomplete, or off-topic that accurate assessment is impossible.	Includes fewer than 8 peer-reviewed empirical research sources. Does not make a clear case for the project focus. Summarizes cited works sequentially, rather than synthesizing and organizing them thematically. Relies heavily on direct quotes.	Includes at least 8 peer-reviewed empirical research sources. Makes a reasonable case for the project focus. Organizes the literature by identifiable themes, although organization within themes may be unclear. Attempts to synthesize referenced sources. Uses few direct quotes.	Includes at least 10 peer-reviewed empirical research sources. Identifies gaps in the literature to which the study responds and makes a clear case for the project focus. Organizes the literature by clearly identifiable themes, proceeding from general to more specific within each theme. Effectively synthesizes referenced sources, using few, if any, direct quotes.

	0-13.9 points / F	14-15.9 points / C	16-17.9 points / B	18-20 points / A
Method 4-6 pages 20 points	Methods section is so brief, incomplete, or off-topic that accurate assessment is impossible. Does not clearly describe how the study was conducted, what data sources were used, or how data were analyzed.	Includes explanation of the study design, procedures followed, sampling methods, and analytical tools (including any statistical tests), given the stated purpose of the study; explanations, however, are not fully developed. Mentions ethical issues raised by the study but addresses them only superficially.	Includes explanation of the study design, procedures followed, sampling methods, and analytical tools (including any statistical tests), given the stated purpose of the study. Discusses ethical issues raised by the study and how they were addressed.	Includes explanation and justification of the appropriateness of the study design, procedures followed, sampling methods, data collection and analytical tools (including any statistical tests), given the stated purpose of the study. Discusses ethical issues raised by study and explains how they were addressed.
	0-13.9 points / F	14-15.9 points / C	16-17.9 points / B	18-20 points / A
Results/ Findings 8-12 pages 20 points	Results/findings section is so brief, incomplete, or off-topic that accurate assessment is impossible. Does not clearly explain what was discovered through analysis of the data.	Includes reporting and interpretation of narrative and/or numerical data with little apparent concern for accuracy and objectively. Analytical tools are inappropriate to the methodology. Provides, at best, tenuous links between study outcomes, hypotheses (if stated), and the original research question(s).	Includes reporting and interpretation of narrative and/or numerical data accurately, objectively, and concisely. Analytical tools are mostly appropriate to the methodology. Does not highlight links between study outcomes, hypotheses (if stated), and the original research question; however, such links may be implied.	Includes reporting and interpretation of narrative and/or numerical data accurately, objectively, and concisely using analytical tools appropriate to the methodology. Highlights explicit links between study outcomes, hypotheses (if stated), and the original research question.
	0-13.9 points / F	14-15.9 points / C	16-17.9 points / B	18-20 points / A
Discussion, Reflection, Implications, Recommendations, Impact Presentation, and Action Plan 4-6 pages 20 points	Section is so brief, incomplete, or off-topic that accurate assessment is impossible. Does not meaningfully discuss the implications of the study or describe a plan for future application or action.	Addresses practical implications of study findings including how they will be shared with others. Does not consistently support assertions or interpretations using sound arguments consistent with study findings. Does not describe recommendations for future research or how results will be applied in practice.	Addresses theoretical/practical implications of study findings including how they will be shared with others. Supports assertions and interpretations using sound arguments consistent with study findings. Does not describe recommendations for future research or how results will be applied.	Includes evaluation of the study's strengths and weaknesses. Addresses theoretical/practical implications of study findings, including how they will be shared with others. Highlights threats to validity, reporting on how they were addressed. Supports assertions and interpretations using sound arguments consistent with study findings. Describes recommendations for future research and how results will be applied in practice.
	0-6.9 points / F	7-7.9 points / C	8-8.9 points / B	9-10 points / A
References, Appendices, Writing Styles, Mechanics, and General Notes 10 points	Paper is so brief, incomplete, or off-topic that accurate assessment is impossible.	Paper falls short of accepted standards for master's level composition. Drafting errors and error patterns are widespread. Voice, verb tense, and writing style vary from section to section. Technical terms are used incorrectly and/or imprecisely, reflecting only a rudimentary understanding of the underlying concepts. Text is formulaic, relying heavily on paraphrases and "borrowed" materials not formally cited. Transitions are weak, contributing to an apparent lack of direction or cohesion. Paper does not adhere to formatting specifications provided in course text and materials. Citations and references page do not follow APA style.	Paper is well written with few notable drafting errors. Voice, verb tense, and writing style are generally consistent with few exceptions that do not substantially diminish readability. Most technical terms are used correctly, reflecting adequate understanding of the underlying concepts. Text is original, but opinions and propositions are not consistently supported by logic and references to published research. Transitions do not connect sections seamlessly but do not substantially diminish readability. Paper does adhere to formatting specifications provided in course text and materials. Citations and reference page mostly follow APA style.	Paper is well written with no notable drafting errors. Voice, verb tense, and writing style are consistent throughout. Technical terms are used precisely and accurately, reflecting a firm understanding of underlying concepts. Text is original; opinions and propositions are supported by strong logic and formal references to published research. Sections are linked with unifying transitions, giving the report a clear sense of direction and cohesion. Paper adheres to formatting specifications provided in course text and materials. Citations and reference page follow APA style.
Total points x 5 = total for assignment				

Assignment 5
Research Presentation

DUE: April 25, May 2
POINTS: 100
PURPOSE: research is not conducted just for the research to learn from…it is conducted so that others can learn and improve their own practice as well. It is important that you as a researcher share your project and findings with an audience. The peers in your class care about your research and are excited to see what you found out because of this month's long process.

PROCEDURE: You will make an in-class presentation of your project. The presentation should present the research project and findings in an interactive manner that engages classmates in the presentation. You will present your research project and findings using a poster presentation using a tri-fold board. See the Poster Presentation Guidelines, located on Blackboard for specific instructions.

	Excellent	**Adequate**	**Unacceptable**
Presentation /100	-presents using: Poster presentation using a tri-fold board -followed requirements from Poster Presentation Guidelines -presentation is no more than 25 minutes in length. -presents project and findings in an interactive manner that engages classmates -prepared for presentation -student is **professional** in appearance	-mostly followed requirements from Poster Presentation Guidelines -does no complete presentation in assigned time -presents project and findings in a non-interactive manner -does not engage classmates -mostly prepared for presentation	**Does not present**. -presents without tri-fold board -does not follow requirements from Poster Presentation Guidelines -not prepared for presentation -student is NOT **professional** in appearance

Professional Dispositions

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

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/).

Campus Resources
- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments . Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

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

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.

Expectations and Protocols

Below are class protocols which govern our time together, whether during in person or online instruction.

Evaluation: Grades will be based on the completion and quality of course assignments. Copyright law is to be respected in all assignments. All assignments are due at the beginning of classes.
Inclusivity It is important that you recognize that students enter our classroom with different experiences and backgrounds. Therefore, I expect your participation to be respectful and inclusive of those around you.
Written Assignments: Written assignments are to be submitted on Blackboard by the due date, as indicated in the course schedule, at the start of class. Blackboard time stamps all submitted work.
- Written assignment rubrics indicate "format and writing are of professional quality". This refers to the assignment being an overall piece of quality work that is: grammatically correct with no errors; well composed and articulated; typed with 12-point Times New Roman, 11-point Calibri, or 11-point Arial font; double-spaced with one-inch margins; contains appropriate diction and usage such as "students" instead of "kids"; appropriate usage of homonyms (i.e., there/their/they're); proper writing mechanics and organation; and is PROOFREAD. Work that is not proofread, or that has extensive grammatical errors, will not be graded and you will be advised to revise the assignment.
- Please title each assignment with your name, the name of the assignment, and the due date of the assignment (e.g., Lori_Smith_LiteratureReview_2.1.21).
- All work should be your own and original. **Any idea taken from another source (the internet, classroom teacher, or a curriculum guide) must be noted and cited**. Incorporating an idea or using another's material and not indicating the source is PLAGIARISM. GMU and I support strong academic integrity. Please note that: "Plagiarism encompasses the following:
  1) Presenting as one's own the words, the work, or the opinions of someone elsewithout proper acknowledgment.
  2) Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment." (from Mason Honor Code online at https://catalog.gmu.edu/policies/honor-code-system/)
  3) Paraphrasing involves taking someone else's ideas and putting them in your own words.When you paraphrase, you need to cite the source using APA format.
  4) When material is copied word for word from a source, it is a direct quotation. You mustuse quotation marks (or block indent the text) and cite the source.
  5) Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
  6) Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.
- Crossword puzzles, word finds, fill in the blank, or KWL Charts **will not** be accepted in any assignment. None of these assignments broaden students' knowledge. We will review the reasons for this during a class session.
- The word "fun" **may not** be used in any assignment; instead, use "engaging", "exciting", or some other similar term. Remember: your purpose as a classroom teacher is to teach and that teaching can be done in an engaging, exciting way; your purpose is not to create fun.

- **Assignments will not be accepted after the due date. Any assignment may be resubmitted for an improved grade with a written request and granted permission. All re-written assignments MUST be submitted by _____ – without exception.**

Protocol Use of Technology: internet, mobile devices, and social media: While in class your attention should be focused on class related activities and discussion. The legitimate educational purpose of our class is to help prepare you for your professional career. This includes demonstrating courtesy and respect for your peers and myself by practicing and modeling the effective use of technology. Your attention in class is important for your learning. Your participation grade will be reduced accordingly for failing to follow these guidelines:

- Laptop Computers, Netbooks, Handheld Tablets Use
    - You may bring your laptop or other electronic device to class; there will be class sessions that will require your electronic device and an internet connection.
    - Engaging in personal emails, instant messaging, texting, social media, games, and web surfing are not appropriate during class time.
    - Unless you are using your device for notetaking, your laptops or other device should be off or in sleep mode until we are ready to use them.
    - Demonstrate ethical and responsible behavior during class and on the GMU network.
    - When in class, spend time only on the tasks associated with this course and the instructor's directions.
    - In general, use your laptops and other devices in class as you would expect your students to use theirs.
    - **Online synchronous classes: Students must maintain webcam "on" status**
- Log-in Frequency
    - You must actively check the course Blackboard site and your GMU email for communications on a regular basis, as these are the official methods of communication for this course.
- Technical Competence
    - You 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
    - You should anticipate some technical difficulties during the semester and should,ttherefore budget your time accordingly. Late work will not be accepted based on individual technical issues.
- 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. Use professional and ethical judgment. DO NOT post pictures of children during your clinical observations on any social media platform.
- The following software plug-ins for PCs and Macs, respectively, are available for freedownload: 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/

Workload: Please be aware that this course is **not** self-paced. You are expected to meet *specific* deadlines and *due dates* listed in the **Class Schedule** section of this syllabus. It is your responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due. All assignments must be posted to the courses' Blackboard site.

Instructor Support: You may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. I can meet with you on campus or via telephone or web conference. Please email me or speak to me before/after class time to schedule a one-on-one session.

Class schedule

Note: Faculty reserves the right add, alter, or omit any assignment or schedule as necessary during the course of the semester with notification to students

Class Date	Class Topic and Activities	Reading/Assignment Due
Week 1 January 24 In person	Introduction to course What is research? Course goals: The syllabus Review of our time together Brief overview of quantitative and qualitative approaches. Action Research explained Topic formation Expectations of research proposal	**READ:** In Mertler - Ch. 1: Introduction to Action Research **WATCH VIDEO:** Conversation with Dr. Craig Mertler about Action Research – YouTube https://www.youtube.com/watch?v=UChUJTAUiWU **WRITTEN RESPONSE:** Write a 150 response to the Video and Reading. Questions to guide your response: What are your thoughts about action research? How can action research assist you in the classroom setting? What concerns do you have about action research?
Week 2 January 31 In person	The action research process reviewed Identifying a topic Creating a research question Research questions and design Use of tuning protocol Overview of literature review	**READ:** In Mertler - Ch. 2: Overview of the Action Research Process **READ:** 2 studies from your content area located on Blackboard under **Project Examples**. **WRITTEN RESPONSE:** Write a 150 words reaction to the project examples. Questions to address in your reaction: What were the research questions of each study? What do you think about the process of each study? **BRING TO CLASS:** Answers to these questions: Do you have a secondary classroom to use for your research? Grade level? Subject?
Week 3 February 7 In person	Finding resources Meet in the library in room Fenwick 1014A Presentation from Anne Melville, Education librarian	**READ:** • Stribling, 2017 – Article on Blackboard • In Mertler - Ch. 3: Planning for Action Research & Reviewing Related Literature **BRING TO LIBRARY:** • Choosing Your Action Research Project Topic Worksheet completed during class in Week 2 • Laptop
Week 4 February 14 In person	Literature review overview The writing process Research ethics	**COMPLETE**: Citi course – see Human Subjects Training - Office of Research Integrity and Assurance (https://oria.gmu.edu/topics/human-subjects/training/) **ASSIGNMENT:** Create the template for your action research report – create the word document with running head, page numbers, title page, all section headings. Upload to Blackboard **ASSIGNMENT:** 5 Research Article Critiques uploaded to Blackboard **WRITTEN RESPONSE:** Write 5 questions you have about the research process.
Week 5 February 21 In person	Methodology and Research Design Data collection Creating triangulation	**WRITTEN RESPONSE:** List 5 additional sources you found for your action research project. **READ:** In Mertler - Ch. 4: Developing a Research Plan **DRAFT:** Setting section due to Blackboard. Use previously created template. Setting draft section due to Constructive Peer group
Week 6 February 28 Synchronous Online	Individual conferences during class from 7:20-10	**DRAFT:** Literature review draft section due to Blackboard. Add to previously created template. Literature review draft section due to Constructive Peer group

	Meet with Constructive Peer Group in a zoom room during class time TBD.	
Week 7 **March 7** **Synchronous Online**	Individual conferences during class from 7:20-10 Meet with Constructive Peer Group in a zoom room during class time TBD.	**DRAFT:** Methodology draft section due to Blackboard. Add to previously created template. Methodology draft section due to Constructive Peer group **FIELD WORK:** Data collection
Week 8 **March 14** **GMU Spring Break**	No class	**FIELD WORK:** Data collection
Week 9 **March 21** **In person**	Data Analysis: quantitative and qualitative Coding Data Creating Themes	**FIELD WORK:** Data collection **DRAFT:** Introduction draft section due to Blackboard. Add to previously created template. Introduction draft section due to Constructive Peer group
Week 10 **March 28** **Synchronous Online**	Findings Data analysis	**FIELD WORK:** Data analysis **READ:** Any 2 chapters in Mertler not previously read. **WRITTEN RESPONSE:** List 3 questions you still have about your action research project. Write a 150-word response to the chapters you read in Mertler. Be sure to answer the question: Why did you choose these two chapters to read? What are 3 things you learned that will help you write your final action research report?
Week 11 **April 4** **Asynchronous Online**	Writing the Discussion Section Action planning & discussion	**DRAFT:** Results draft section due to Blackboard. Add to previously created template. Results draft section due to Constructive Peer group
Week 12 **April 11** **Synchronous Online**	Meta analysis examined and explained Presentation expectations discussed	**DRAFT:** Discussion draft section due to Blackboard. Add to previously created template. Discussion draft section due to Constructive Peer group
Week 13 **April 18** **Synchronous Online**	APA format reviewed Individual conferences during class from 7:20-10 Meet with Constructive Peer Group in a zoom room during class time.	
Week 14 **April 25** **In person**	Summarizing and sharing your research Presentations	**Action Research Project Presentations**
Week 15 **May 2** **In person**	Presentations Course wrap-up Course Evaluations	**Action Research Project Presentations** **Final project due Blackboard**
Monday **May 9**	Reading day	
Monday **May 16**	Final exam 7:30-10:15	

SEED 675 Project Outline

1. Title page
2. Abstract (125-150 words)
3. Introduction (3-4 pages)
    a. Setting and demographics of school/community
    b. Area of focus you are addressing
    c. Rationale: the reason for or purpose of your project
    d. Research question(s)
        i. Hypothesis (if you had one)
4. Literature Review (4-6 pages synthesizing 10+ sources)
5. Method (4-6 pages, order can vary within reason)
    a. Subjects/participants and how they were chosen
    b. Context of the research (class demographics and/or relevant details, instructional context of the 'intervention')
    c. Research question(s)
    d. Strategies/design implemented (including notes of any changes)
    e. Materials used (include in appendix if possible)
    f. Number of sessions and total time
    g. Data sources and types (table)
    h. Data analysis method
6. Results/Findings (8-12 pages)
    a. Introduction/overview of findings
    b. Description of findings (organize by theme/student/data source, etc.)
    c. Connections to research question(s)
    d. Interpretations: what findings mean
7. Discussion (4-6 pages, (4-6 pages)
    a. Relation of your findings to the literature/theory on the topic
    b. Reflection on your learning
    c. Implications for your teaching and future research
    d. Recommendations for others
    e. Action Plan for your findings outside of class
    f. Limitations
8. References
9. Appendices