



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2022
EDSE 590 611: Special Education Research
CRN: 24268, 3 – Credits

Instructor: Dr. Linda Mason	Meeting Dates: 1/10/22 – 3/21/22
Phone: 571-424-0822	Meeting Day(s): N/A
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Office Hours: by appointment	Meeting Location: N/A; Online
Office Location: 208A Finley	Other Phone: N/A

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s):

None

Co-requisite(s):

None

Course Description

Describes fundamental concepts and practices in educational research in special education. Covers specific applications of educational research methods to problems in special education. Emphasizes review and critique of special education research, and applied classroom research for teachers.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speded@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Are you ready to apply for graduation? Students completing their program can apply for graduation on Patriotweb. If you are graduating from a Masters and certificate, be sure to apply to graduate from each program. Visit <http://registrar.gmu.edu/students/graduation/> for more information.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using asynchronous] format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 10, 2022.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)
- To get a list of supported operation systems on different devices see: [Tested devices and operating systems \(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems\)](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:

- [Adobe Acrobat Reader \(https://get.adobe.com/reader/\)](https://get.adobe.com/reader/)
- [Windows Media Player \(https://support.microsoft.com/en-us/help/14209/get-windows-media-player\)](https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
- [Apple Quick Time Player \(www.apple.com/quicktime/download/\)](http://www.apple.com/quicktime/download/)

Expectations

- **Course Week:**
Because asynchronous courses do not have a “fixed” meeting day, after the first day of class on Monday 1/10, our week will start on Tuesday and finish on Monday.
- **Log-in Frequency:**
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- **Participation:**
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**
Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with

classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

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

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Identify and understand different methods of educational research suitable for different research purposes in special education.
2. Describe and discuss basic theories and methods of quantitative experimental and quasi-experimental research in special education.
3. Describe and discuss basic theories and methods of survey research in special education.
4. Describe and discuss basic theories and methods of single subject research in special education.
5. Describe and discuss basic theories and methods of qualitative research in special education.
6. Critically evaluate education research and describe implications for educational practice.

Professional Standards

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 5: Instructional planning and strategies (InTASC 7,8) & CEC Standard 6: Professional learning and ethical practice (InTASC 9).

Required Texts

McMillan, J. (2022). *Fundamentals of Educational Research* (8th ed.). Peason.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Course Performance Evaluation

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

VIA Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to VIA.

For EDSE 590, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment

None

College Wide Common Assessment

None

Other Assignments

1. Class activities - 90 points (1 to 7 points per activity):

Students will participate in class activities such as weekly assignments and quizzes and on-going peer review in order to practice relevant research applications. In addition to weekly class activities, students will be prompted to work on their Research Review Wiki Page. This work is designed to help students prepare for their final Research Review Paper assignment one step at a time and to engage with each other on projects. Assignments will be graded by the percent of the assignment completed correctly or by points noted on rubrics. Quizzes will be graded by the percentage of questions answered correctly. See *Appendix for Wiki Draft Postings and Peer Review* rubrics.

2. Human Subjects CITI Training Module Completion - Pass/Fail:

GMU Mandatory Training for Persons Conducting Research Using Human Subjects is accessed at <http://www.citiprogram.org>. Seven learner modules in the Basic Course are required prior to conducting any research at Mason using human subjects. *This assignment will be evaluated as pass/fail and must be completed to pass the course.*

3. Research Application - Mini-Project (20 points):

The research application mini-project is designed to provide experience in designing and proposing an intervention research project in special education. You may use your Research Review to support the need for your project; however, this is NOT a presentation of your literature review. This will be a proposed study, one not implemented with participants. All activities for this assignment can be completed individually or with a peer. Specific directions and a rubric for this assignment will be provided by the instructor.

4. Final Research Project - Research Review Paper (40 points):

You will complete a traditional research literature review paper of a selected intervention area of your choice. Your topic must be approved by the instructor. You will need to collect a minimum of 8-10 original empirical intervention research studies on a particular topic to include in your literature review paper. An electronic copy (posted to Blackboard) should be submitted no later than midnight on the due date. All activities for this assignment can be completed individually or with a peer. This assignment is the signature assignment for the course. *Specific directions will be provided by the instructor and this assignment will be evaluated using the Research Review rubric in the Appendix.*

- a. As part of class activities, students will provide constructive feedback to classmates on their drafts of the literature review purpose/research questions, introduction, method, results, discussion sections, and the final draft.

*Detailed descriptions and step-by-step instructions for each class activity and course assignments will be provided by the instructor and posted in the corresponding Learning Modules.

Assignment Summary

Requirements	Points	Percentage
Participation in class activities	90	60%
Research Application: Mini Project	20	15%
Final Research Project: Research Review Paper	40	25%
Total	150	100%

Course Policies and Expectations

Attendance/Participation

While there are no synchronous sessions in this course, students are required to complete all weekly online assignments using the Blackboard 9.1 course management system. Active attendance and participation in the course will be seen as timely completion of assigned weekly work in the course learning modules. Online Course Site Open 1/10/2022 - 3/25/2022.

Late Work

All assignments should be submitted via Blackboard by the due date. Assignments will not be accepted late unless prior arrangements with the instructor have been made. In fairness to students who make the effort to submit work on time, points (equivalent to 1 letter grade) will be deducted from the final grade for the late assignment. Allow additional time and plan for additional participation during activities that require constructive feedback.

Grading

To compute final course grades divide “earned points” by “possible points” for percentage.

A = 95-100%	A - = 90-94%	B+ = 86-89%	B = 80-85%	B- = 77-79%	C = 70-76%	F = > 70%
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***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (https://oai.gmu.edu/) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (https://catalog.gmu.edu/policies/honor-code-system/). Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university

community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/).

Class Schedule

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

Date	Learning Module	Readings, Activities, And Assignments Are Due On Days Noted Below <u>Submit by 11:59 PM</u>
Week 1 1/10-1/17	Module 1 -Syllabus & Course Overview -Introduction to Research -APA 7 th Edition	Textbook Readings: Chapter 1 Complete: Module 1 Readings & Activities Due: Monday 1/17 *Introduction Discussion Forum (5 pts) *Three quizzes (3 pts)
Week 2 1/18-1/24	Module 2 -Ethical Issues -Literature Searches & Reviews	Textbook Readings: Chapters 2 and 4 Complete: Module 2 Readings & Activities Due: Monday 1/24 *Literature Search Scavenger Hunt (7 pts) *Wiki: Post Research Topic (3 pts) *CITI Training Due (pass/fail) *One quiz (1 pt)
Week 3 1/25-1/31	Module 3 -Research Problems and Questions -Participants and Sampling	Textbook Readings: Chapters 3 and 5 Complete: Module 3 Readings & Activities Due: Monday 1/31 *Overview of Research in My Field (7 pts) *Wiki: Post Purpose Statement & Research Questions (3 pts) * Two quizzes (2 pts)
Week 4 2/1-2/7	Module 4 -Educational Measurement -Quantitative Data Collection Techniques	Textbook Readings: Chapters 6 and 7 Complete: Module 4 Readings & Activities Due: Monday 2/7 *Wiki: Peer Feedback on Purpose Statement & Research Questions (3 pts) *Wiki: Post Introduction Draft (3 pts) *Two quizzes (2 pts)
Week 5	Module 5	Textbook Readings: Chapters 8 and 9

2/8-2/14	-Non-experimental Research Designs -Experimental Research Designs	Complete: Module 5 Readings & Activities Due: Monday 2/14 *Wiki: Peer Feedback on Introduction (3 pts) *Wiki: Post Method Section Draft (3 pts) *Mini-Research Application Project Outline (5 pts) * Three quizzes (3 pts)
Week 6 2/15-2/21	Module 6 -Qualitative Research Designs, Data Collection, Analysis, Validity, Trustworthiness	Textbook Readings: Chapters 11, 12, and 13 Complete: Module 6 Readings & Activities Due: Monday 2/21 *Wiki: Peer Feedback on Method (3 pts) *Wiki: Post Results/Description of 5 - out of the 8-10 required for final paper - Individual Studies (3 pts) *Peer Feedback on Mini-Proposal Outline (3 pts) * Two quizzes (2 pts)
Week 7 2/22-2/28	Module 7 -Statistical Inferences -Writing Proposals, Reports, and Articles	Textbook Readings: Chapters 10 and 16 Complete: Module 7 Readings & Activities Due: Monday 2/28 *Wiki: Peer Feedback for Results (3 pts) *Choose peer to review Research Review Draft (1 pt) * Two quizzes (2 pts)
Week 8 3/1-3/7	Module 8 Mixed Methods	Textbook Readings: Chapter 14 Complete: Module 8 Readings & Activities Due: Monday 3/7 *Wiki: Post Complete Research Review Draft/All Text Sections, Including Discussion (5 pts) *Reference List in APA Format (3 pts) *One quiz (1 pt)
Week 9 3/8-3/14	Module 9 Action Research	Textbook Reading: Chapter 15 Complete: Module 9 Readings & Activities Due: Monday 3/14 *Wiki: Peer Feedback on Review Draft (3 pts) *Mini-Research Application Project Due (20 pts) *One quiz (1 pt)
Week 10 3/15-3/21	Module 10 Wrap-up and Celebration	Complete: Module 10 Readings & Activities Due: Monday 3/21 *Final Research Review (40 pts) *Reflection (7 pts)

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>).

GMU Policies and Resources for Students

Policies

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

Campus Resources

- Support for submission of assignments to 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 [Blackboard Instructional Technology Support for Students](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/) (<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 “Non-confidential 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 [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix Assessment Rubrics

Researchers learn from collaborations and from supporting each other through the research process. The peer review process in this class is designed to facilitate a similar experience by reading the work of others, providing feedback, and using feedback from your peers to improve your own work.

Rubric for Posting Wiki Drafts

Exemplary (3 points):

- Draft posted on time;
- Draft contains all section components as noted in *Scoring Checklists*;
- Draft text contains complete sentences, paragraphs, and transitions;
- Draft is written in APA format including citations and headings.

Adequate (1-2 points):

- Draft posted on time;
- Draft contains most all of the section components as noted in *Scoring Checklists*;
- Draft text contains complete sentences, paragraphs, and transitions with minor errors;
- Draft is written in APA format including citations and headings with minor errors.

Inadequate (0 points):

- Draft is not posted on time;
- Draft is missing majority of section components as noted in *Scoring Checklists*;
- Draft text does not contain complete sentences, paragraphs, and transitions;
- Draft is not written in APA format including citations and headings.

Rubric for Peer Feedback

Exemplary (3 points):

- Feedback posted on time;
- Feedback contains at least 1 paragraph of constructive feedback noting the good elements of the paper section as well as noting parts needing additional work. *Scoring Checklists* are used to guide feedback;
- Feedback is provided to the specified number of classmates;
- Feedback provided in a respectful manner.

Adequate (1-2 points):

- Feedback posted on time;
- Feedback contains at least 1 paragraph constructive feedback noting the good elements of the paper section as well as noting parts needing additional work. *Scoring Checklists* are used to guide feedback;
- Feedback is provided to less than the specified number of classmates;

- Feedback provided in a respectful manner.

Inadequate (0 points):

- Feedback not posted;
- Feedback provided is not constructive;
- Feedback provided does not exhibit professional behavior and dispositions.

Final Research Project: Research Review Paper Scoring Rubric (40 points)

Effective literature reviews contain the following:

- An introduction that establishes an important educational problem that needs to be addressed, a logical presentation of information that leads to the purpose statement of the paper (in this case a systematic literature review). Important concepts are defined in this section as well as any background information needed to support search procedures in the methodology. The introduction includes research questions, derived from the educational problem.
- A method section that has clearly replicable procedures and demonstrates competency in the search techniques learned in class (search of educational data bases with key terms, ancestry and/or descendent searches, hand searches of relevant journals), identifies clear and reasonable decision making criteria for individual studies included in the review (inclusion/exclusion criteria), and the coding scheme.
- A results section that provides an overview of the characteristics of the data set, is logically organized for the reader, demonstrates that search procedures described in the method section were consistently followed, and succinctly and sufficiently describes relevant information from each of the studies reviewed. The results section includes the synthesis of each individual empirical study selected for the review. A visual representation of the findings (i.e., a table) with accurate information helps the reader to understand more thoroughly the research reviewed.
- A discussion section that provides a thoughtful and analytical discussion of findings and is based firmly on studies reviewed (not solely the authors opinion), and references implications for practice or for future research where appropriate.
- Overall student understanding of the purpose of each of these sections of a research paper, a professional writing style (has been thoroughly edited), and citations that are in APA format (with careful attention to 'glaring' errors).

Exemplary paper (36-40 points): Meets all of the criteria above.

Adequate paper (32-35 points): Good overall paper, lacking in one or two of the criteria for an exemplary paper.

Marginal paper (28-31 points): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style, or review of relevant literature.

Inadequate paper (1-27 points): Paper with substantial problems in important areas such as writing, evaluation of research, overall thoughtfulness. Contains little or no information of value to special education practice.

Unacceptable/no paper (0 points): No paper turned in or paper was not approved for this assignment.

Exemplary paper	Adequate paper	Marginal paper	Inadequate	No paper
40 - 36	32 - 35	28 - 31	<28	0