

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



EDCI 777-6F1/DL1 Research to Practice
3 Credits, Spring 2023
Hybrid Asynchronous, January 25 – May 18, 2023

Faculty Name: Beverly D. Shaklee, Ed.D.

Office Hours: By appointment—online

Email Address: bshaklee@gmu.edu

Prerequisites/Corequisites

Recommended Corequisite: EDCI 776

Required Prerequisite: All other program courses or permission of instructor

University Catalog Course Description

EDCI 777 emphasizes the teacher as a change agent through critical inquiry into practice. The course includes an overview of the basic elements of educational research, methods (quantitative and qualitative), questions addressed, design, and data collection and analysis.

Course Overview

Teachers are often encouraged to implement research-based practices, required to attend workshops where research findings are presented, provided with lists of books that synthesize research, and asked to suggest changes in practice based on the implications of research.

Although these practices have their usefulness, the assumption implicit in much of the discourse surrounding educational research is that teachers are consumers and/or objects of research, rather than *producers* of research. The past decade has seen a growing movement to upend those assumptions through an emphasis on the importance of *teacher research*. Thus, the research and theory we will read about and the methodologies with which we will engage are those associated with *teacher research*, also called *action research* (i.e., research conducted by teachers for professional purposes). Central to teacher research is developing or deepening an inquiry stance.

Teacher research positions teachers as *producers of knowledge*—professionals who can learn about and improve their practice by studying important questions that emerge from their own experiences and observations.

This course, and the framework of teacher action research, offers a way to systematize your examination of your own teaching practices and your own efforts to become better learners and better teachers. By making our questions more visible to ourselves and to our colleagues, being more rigorous in our gathering of data about a line of inquiry, and being intentional in our quest to find out how our interventions/solutions are working, we become students of teaching and thus learners in the company of our students.

This class is designed to support you in using and building on the ideas and content you have encountered in your previous coursework. Most importantly, the course assists you as you consider ways to better support your current and future students, who are at the center of our work. Toward these ends, this course requires you to conceptualize, design, and implement an *original action research project about your teaching in your school/classroom*.

Although the work required to achieve these goals is intensive, the course is designed to provide you with much support. You will need to hit the ground running, starting your research project early, and working on it steadily. Through our readings, we will explore research methodologies, analyses of the history and impact of teacher action research, and the efforts of other teacher researchers. Our readings and discussions will help you develop your own rationale and “road map” for your inquiry project. We will dig into readings together, write often and share our writing with one another, and support one another in our research goals.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the My Mason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on **Wednesday, January 18, 2023**.

Four class sessions will be synchronous (Wednesdays 5-7): January 25, February 22, March 22 and May 3. Zoom link:

<https://gmu.zoom.us/j/98269805509?pwd=NHliVENyL0I1SEIBZDBTcUNnbCtBUT09>

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

Technical Requirements

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard’s supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supportedbrowsers

To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devicesand-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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player:
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on **Wednesdays and finish on Tuesdays.**
- 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.** In addition, students must log-in for all scheduled online critical friends or synchronous meetings.
- 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 synchronous and asynchronous course discussions and group interactions. Failure to actively and regularly participate in an online course will result in a grade of ‘F’.
- 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 College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services. Disabilities Services will contact the instructor with any required accommodations.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Identify the basic elements of teacher research, including methods (quantitative and qualitative), design, data collection and analysis, validity and reliability;
2. Formulate an inquiry/action research question that is relevant to their work setting;
3. Design and conduct an inquiry/action research study;
4. Use inquiry/action research as a foundation for professional growth, improvement of instruction, and advocacy;
5. Identify strategies for sharing the results of inquiry/action research

Professional Standards

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

Mason Dispositions for a Career Educator I, II, and III

- o Commitment to the Profession
- o Commitment to Honoring Professional Ethical Standards
- o Commitment to Key Elements of Professional Knowledge **Teachers College Columbia**

Teacher Expectations I and II

- o Lifelong Learners
- o Learner-Centered Educators **NBPTS Propositions 2, 3, and 4**
- o Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students

- o Teachers are Responsible for Managing and Monitoring Student Learning
- o Teachers Think Systematically about Their Practice and Learn from Experience

Required Texts

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Putman, S.M. and Rock, T. (2018) *Action Research: Using Strategic Inquiry to Improve Teaching and Learning*. SAGE: New York. ISBN 978-1-5063-1798-5.

In addition, PowerPoints, articles, and/or chapters from other readings will be posted on Blackboard to supplement the readings.

Please note your final AR submission is expected to comply with all aspects of APA for professional writing.

Teacher Research Websites

http://gse.gmu.edu/research/tr/tr_action/ (GMU teacher research site)

<http://www.accessexcellence.org/LC/TL/AR/> (teacher research site)

<http://www.standards.dfes.gov.uk/ntrp/> (UK teacher research site)

<http://www.teacherresearch.net/> (international teacher research site)

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). All assignments, activities, drafts and final AR paper will be uploaded through Blackboard.

Assignments and/or Examinations

Assignment	Due Date	Percentage/Point Value
Informed Participation	Ongoing	35% (70)
Action Plan Outline Checklist	2/15/2023	10% (20)
Literature Review	3/8/2023	15% (30)
Data Collection Plan & Action Research Timeline	3/29/2023	10% (20)
Inquiry/Action Research Project	5/10/2023	30% (60)
TOTAL		100% (200 points)

Other Requirements Online Participation/Attendance Policy

- Students are expected to participate in all online discussions including synchronous sessions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the**

course. If, due to an emergency/extraordinary extenuating circumstances, you will not be able to participate during a given week of class, please contact me as soon as possible via email.

Late Work Policy

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

Course Withdrawal with Dean Approval

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

Incomplete (IN)

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

Human Subjects in Research

Any research or action research that will be disseminated publicly must have prior approval of the GMU Research Development, Integrity, and Assurance (RDIA) office or the Institutional Review Board (IRB). Human Subjects Training must be completed prior to seeking RDIA/IRB approval.

Inquiry/action research that is used solely for the purpose of studying pedagogical aspects may be conducted without additional permission but cannot be disseminated. Detailed information on what is involved in submitting a proposal to the RDIA/IRB is available from the following web sites: <http://oria.gmu.edu/research-with-humans-or-animals/institutional-reviewboard/human-subjects-training/> and <http://oria.gmu.edu/research-with-humans-or-animals/institutional-review-board/>. I am happy to provide you with examples of approved RDIA/IRB applications.

Grading

At George Mason University course work is measured in terms of *quantity and quality*. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The

grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

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

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

In order to receive an A+ in this course all participation, assignments and discussion must be at the very highest level and represent the highest level of discourse for the master’s program.

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

Professional Dispositions

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

Honor Code & Integrity of Work

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

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>

Detailed Descriptions of Assignments/Course Performance Evaluation

Each Monday, I will be posting an announcement on Blackboard that will also be emailed to you. **These weekly emails are VERY important for your success in the course.** Material will be suggested to you for readings, general observations from your BB posts will be shared, and deadlines and mini-assignments that are part of your grade will be provided. **Please ensure that you are RECEIVING and READING these emails each week.** I am definitely stressing this point because I have found the rare student does neither and then is quite upset that they didn’t know what was going on. Students are also encouraged to arrange, as

needed, virtual conferences with the instructor.

All assignments should be turned in on the due date indicated in the schedule below via Blackboard. The submission deadline for assignments is 11:59 pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, and double-spaced. **All writing assignments should be submitted as Word documents, or a word processor-based format.** Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, except for in extraordinary circumstances.

Final AR papers must be APA compliant, papers which do not meet APA standards (7th edition) are not eligible for grading.

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. I will provide ample advance notice of such changes.

Informed Participation (35%) – Ongoing weekly due date

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

*Please note these are not closed groups – others can read what you have posted, be thoughtful and kind.

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

**Additionally, students should respond to peers' posts in a thoughtful way with follow up inquiries.

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

Discussion Board Groups: Depending on the size of this class, students will be divided into 4 Groups (A, B, C, & D) around the third week of class. In addition, we will be using Critical Friends groups to round out your discussions and understandings.

Critical Friends Groups: I will assign you to a Critical Friends Group. Critical Friends Groups are based on information gleaned about your teaching contexts, years of experience, and action research interests. These groups will be formed once action research project ideas become more concrete. As you will see, initial weeks will be exploratory in nature. At various points throughout the course, I will ask you to engage with your **Critical Friends Group** to share specific elements of your action research project *and to provide meaningful feedback to your critical friends*. Thus, **it will be very important that you meet deadlines for sharing pieces of your action research**

project so that everyone gives and shares feedback in a timely way. Your exchanges with critical friends will be counted as part of your informed participation grade.

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

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

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

Weekly Online Discussion Rubric

Criteria	Excellent (3 points)	Average (2 points)	Needs Improvement (1 point)
Content quality: Responsive to discussion and demonstration of knowledge and understanding gained from assigned reading	It is very clear that readings/content were deeply understood and incorporated strongly in responses.	The readings/content appear to be satisfactorily understood and there is adequate incorporation into responses.	It is not evident that readings/content were sufficiently understood and/or were not incorporated sufficiently into discussion.
Writing quality: Responses are professionally crafted and sources are cited	Writing is professionally crafted, and any sources are properly cited.	Writing is generally clear. Sources are not properly cited.	Writing is unclear and/or with errors. Sources are not cited properly.
Timeliness: Posts are well distributed throughout the module	Postings are well distributed throughout the module. (Posts span three or more time periods). Initial posting is on time.	Postings minimally distributed. (Responses are posted from two time periods). Initial posting is on time.	Postings are not distributed throughout the week. (Responses are posted at one time) and/or initial posting is late.

Responsiveness: At least posts from two others have been responded to during the module	Met (1 point) At least posts from two others have been responded to during the module in clearly thoughtful way.	Not Met (0 points) One or no others have been responded to during the module and/or responses lack thoughtfulness.
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Additionally, other learning activities located in some modules will be worth 5 points each and will be simply scored holistically:

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

4 = Satisfactory effort, thoughtful, complete, quality work

Anything below a “5” or “4” will need to be redone and reshared on DB and with Critical Friends (if applicable) in order for you to maintain the integrity and quality of your overall project.

However, a score of “3” will be issued for any activity that needs redone; and score will not be changed.

Action Plan Outline Checklist (10%) – February 15th

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

Literature Review (15%) – March 8th

This assignment is intended to engage you in a thoughtful process that will help you do a bit of reconnaissance for your action research paper and continue your development as critical consumers of education literature. **Each candidate will submit a literature review (6-8 double-spaced pages, with at least 10 relevant scholarly sources—textbooks, books, and peer-reviewed journal articles).** Candidates will **read, critique, and synthesize** the literature from the field that is relevant to/informs their topic of inquiry. The literature review should present a synthesis of carefully selected research that is most relevant for providing a foundation for (informing) the action research project (e.g., research that is relevant to the question of focus, the teaching context/learners, the planned intervention/response, etc.). APA 7th edition required.

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

Data Collection Plan & Action Research Timeline (10%) - March 29th

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

Inquiry/Action Research Project (30%) - May 10th

You will design and conduct an inquiry/action research project that is relevant to your present or future teaching positions. You will focus on your teaching as an area of study. You will write a

literature review, implement your action research, collect and analyze preliminary data, write the results of your project, and share with the instructor and your peers (and potentially with an outside audience). **Each candidate will write a final action research paper with all required sections.** A Final Action Research Paper Checklist will be uploaded in Blackboard and used to evaluate the final project. **The final action research project must be uploaded through the Blackboard Assignment Link.**

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

The completion of your AR on the required date is to ensure that you graduate; any delay in completing your final AR paper could impact your graduation due to the Registrar requirements for submitting final grades at least 72 hours in advance of degree conferral. There are no exceptions.

Assessment and Mastery Grading

All assignments will be evaluated holistically using a mastery grading system. Specific checklists will be used to evaluate the literature reviews and final project/paper. A candidate must demonstrate “mastery” of each requirement of an assignment; doing so will result in a “B” level score. Only if a candidate exceeds the expectations for that requirement—through superb quality--will an “A” level score be earned. With a mastery grading system, candidates must *choose* to “go above and beyond” in order to earn “A” level scores. All submissions must be APA (7th edition) compliant.

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

Class Schedule

Dates	SYNCHRONOUS SESSION: 25th, 5-7 p.m. January 25th to January 31st
Readings	Chapter 1, Putman & Rock “Ethics,” Mills, Chapter 2 (online)
Assignments Due	1. Read syllabus, course schedule and Chapter 1 2. Participate in Synchronous Session of class 3. Post self-introduction to Db

Module 2	<i>Finding a Focus</i>
Dates	February 1 – February 7 th (class begins on Wednesday)
Readings	Chapter 2, Putman & Rock
Assignments Due	Complete DB and any other activities in weekly module

Module 3	<i>Refining the Research Focus & Literature Review</i>
Dates	February 8 to February 14 th
Readings	Chapter 3, Putman & Rock
Assignments Due	Complete DB and any other activities in weekly module

Module 4	<i>Articulating and Drawing Your Theory of Action</i>
Dates	February 15 th to February 21 st
Readings	Bb “Theory of Action Facilitation Guide” (2012) Chapter 4, Putman & Rock
Assignments Due	Action Research Checklist Due Complete DB and any other activities in weekly module Work on drafting your literature review

Module 5	<i>Determining the Research Questions</i>
Dates	SYNCHRONOUS SESSION, Feb. 22, 5-7 p.m. February 22nd to February 28th
Readings	Chapter 5, Putman & Rock Bb: How to write a literature review (online) http://writingcenter.unc.edu/handouts/literature-reviews/
Assignments Due	Participate in Synchronous Session of Class Complete DB and any other activities in weekly module Work on drafting your literature review

Module 6	<i>Building a Data Collection Plan</i>
Dates	March 1 to March 7th
Readings	Chapter 5, Putman & Rock
Assignments Due	Complete DB and any other activities in weekly module

Module 7	<i>Working Space to Complete Data Collection Plan and Action Research Timeline</i>
Dates	March 8th th – March 14th
Readings	No additional readings
Assignments Due	Literature Review DUE Draft Data Collection & AR Timeline (Due no later than 3/21)

Module 8	<i>Establishing your process of data collection</i> <i>Begin implementation when approved</i>
Dates	March 15 th -21st (GMU Spring Break Week 13 th -19th)
Readings	Chapter 6, Putman and Rock Needs to be read this week or next - option
Assignments Due	No assignments due

Module 9	<i>Data Analysis</i>
Dates	SYNCHRONOUS CLASS, Wed. 22nd, 5-7 p.m. March 22nd to March 28th

Readings	Chapter 6, Putman and Rock
Assignments Due	Data Collection and AR Timeline DUE (3/21) Complete DB and any other activities in weekly module Participate in Synchronous Session of Class Begin data collection when approved but no later than 3/29

Module 10	<i>Turning Findings Into Action Plans</i>
Dates	March 29th to April 4th
Readings	Chapter 7, Putman and Rock
Assignments Due	Complete DB and any other activities in weekly module Conduct action research; begin putting together action research project paper <i>Individual Conferences as needed</i>

Module 11	<i>Reporting and Sharing Action Research</i>
Dates	April 5 th to 11th
Readings	Chapter 8, Putman and Rock
Assignments Due	Complete DB and any other activities in weekly module Conduct action research; continue drafting action research project paper <i>Individual Conferences as needed</i>

Module 12	<i>Reporting and Sharing Action Research (continued)</i>
Dates	April 12th to April 19 th
Readings	“Writing Up Action Research,” Mills, Chapter 8 (online) and “Writing and Disseminating the Action Research Report,” Hendricks, Chapter 8 (online)
Assignments Due	Complete DB and any other activities in weekly module Conduct action research (as appropriate); continue drafting action research project paper

	<i>Individual Conferences as needed</i>
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Module 13	<i>Writing Week</i>
Dates	April 26 th – May 2 nd
Readings	Appendix A: Putman & Rock
Assignments Due	Complete DB and any other activities in weekly module Conduct action research; continue drafting action research project paper

Module 14	<i>Celebrating & Sharing Success!</i>
Dates	SYNCHRONOUS SESSION, Wed. May 3rd, 5-7 p.m. May 3 rd – May 10 th
Readings	None
Assignments Due	Participate in Synchronous Session of Class Work on final revision/edits to Action Research Project— submit if completed! FINAL AR PAPER DUE May 10th

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-forstudents/>.
- 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 703-3801434 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/> .

**EDCI 777 Final Action Research Paper
Structure & Evaluation, Spring 2023**

APA 7th Edition Required

Main Paper Sections	Criteria	Length Parameter	Point Value
<p>Title Page</p> <p>Abstract</p> <p>Table of Contents</p>	<p>Title conveys essence/focus of AR project in engaging and informative way; includes candidate’s full name, title of course and instructor, and semester/date</p> <p>Abstract is 200 words or less and is single-spaced; provides concise description of AR project: principal focus of inquiry, context, main data sources, and an overview of what was learned (or expected to be learned if not implemented)</p> <p>Table of Contents has page numbers and outlines the major sections of the paper</p>	<p>1 page (double-space)</p> <p>On its own page (single-space)</p> <p>On its own page (double-space)</p>	<p>/2</p>
<p>Introduction</p>	<p>Introduction engages reader, captures essence of AR Project <i>concisely</i>:</p> <p>Conveys <i>significance of this A.R. project for candidate</i></p> <p>Includes:</p> <ul style="list-style-type: none"> • Statement of problem/issue as it relates to candidate’s teaching • Statement of Research Question(s) and introduction of main argument/claim candidate is making • Statement of broader social/education significance of this inquiry (<i>why it matters in candidate’s field</i>) 	<p>1.0 – 1.5 pages</p> <p>(Note: entire body of paper is double-spaced)</p>	<p>/3</p>
<p>Context & Participants</p>	<p>Context - Candidate conveys what he/she deems is <i>relevant</i> for reader to understand the way that school, classroom, and community <i>context</i> in which AR Project is situated <i>shapes/informs</i> the project.</p>	<p>2.0 – 2.5 pages</p>	<p>/5</p>

	Participants – Candidate considers what reader needs to know to have full picture of participant(s). Candidate shares all <i>pertinent</i> information for conveying why participant(s) were chosen. Include age/grade level, content area. <i>Could include:</i> cultural and linguistic background(s), academic history, academic, social, or emotional strengths/needs, relationship with teacher, family background, and or aspirations/interests		
Main Paper Sections	Criteria	Length Parameter	Point Value
Literature Review	Include the Literature Review written earlier in the semester with revisions, if any, that were made based on instructor and/or peer feedback. Literature Review reflects synthesis of at least 10 scholarly sources reflective of highly relevant research that informed the AR Project.	6.0 – 8.0 pages	/5
Instructional Approach/Description of Intervention	Candidate <i>clearly explains/describes</i> the instructional intervention/approach implemented Candidate makes clear what he/she DID during the AR Project. Candidate includes <i>succinct</i> rationale for this intervention/instructional approach. In implementation plan, include: *Frequency/duration of intervention/instruction as implemented *Main materials/resources (just describe—do <u>not</u> need to be included in appendix) *Context – one-on-one? Small group? Whole class?	4.0 – 6.0 pages	/10
Methodology (Data Collection)	Candidate explains: *Research Design chosen with rationale; Candidate describes how the chosen research design is aligned with the proposed research goals and methods of data collection/analysis. *Data Collection tools chosen and designed; Candidate includes data collection tools in Appendix as applicable (e.g., surveys, interview protocols, observation checklists, rating scales).	2.0 – 3.0 pages	/10

	*Reliability and validity of data collection tools—why were these tools chosen? How do they work together to triangulate data/evidence that can provide meaningful insights around Research Question(s)?		
Main Paper Sections	Criteria	Length Parameter	Point Value
Data Analysis	Candidate explains how he/she made sense of data: Specifically, how were data analyzed/interpreted to provide insights toward RQ(s)? How were data organized for interpretation (e.g. Coding & organization of themes/patterns? Percentages? Means?, etc.) What did data reveal/suggest in connection to RQs? Candidate includes specific examples to support/illuminate interpretation/results. Candidate uses <i>nuanced language</i> to present results/interpretations.	3.0– 4.0 pages	/10
Discussion (Understanding, Implications, Insights)	Candidate explains the significance of what was learned. This can include the way that teaching impacted the project (both candidate’s teaching and student learning). What were challenges/opportunities in new teaching context? Why? How has his/her practice been shaped/changed from this A.R. project? Why does that matter? What shifts in thinking have occurred? Why? What might the candidate do differently to re-implement this A.R. project? Why? Are implications/insights meaningful to education as a whole? How/why? What still needs to be studied/learned? Why?	2.0 – 3.0 pages	/10
Quality of AR Project Paper	AR Project Paper is structured and organized according to requirements in this checklist and follows the guidelines of APA 7 th edition.. Headings and subheadings are used throughout to organize paper. Page numbers are used. Writing is consistent with expectations for graduate studies and reflective of thorough, careful master’s		/5

	capstone work. Within-text citations and citations on References page are in APA-7 style. Data Collection tools included in Appendix.		
TOTAL		Body = 20-28 pages (NOT including Title Page, Abstract, Table of Contents & Appendix)	/60

Comments: