

**George Mason University
College of Education and Human Development
Early Childhood Education**

ECED 685.001 Applied and Teacher Research in Early Childhood Education
3 Credits, Spring 2024, In-person
1/16/2024-3/11/2024; Monday/ 5:30 pm-8:10 pm
Thompson L019, Fairfax Campus

Faculty

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Prerequisites/Corequisites

Taken with or after final course of program or with permission of the program.

University Catalog Course Description

Develops fundamental concepts, principles, and methods of research in early childhood education, with emphasis on interpreting and applying research results. Critiques research and uses findings in educational settings. Serves as capstone course in early childhood education.

Course Overview

Not Applicable

Course Delivery Method

This course will be delivered online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on January 16, 2024.

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

Technical Requirements

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

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

To get a list of supported operation systems on different devices see https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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: Our course week will start on Monday and finish on Sunday.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least four 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 or Objectives

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

1. Describe the basic concepts, principles, and techniques of educational research in early childhood education
2. Identify the underlying cognitive processes involved in conducting educational research as a form of thinking and problem solving
3. Explain the basic skills in the analysis and interpretation of research data
4. Demonstrate the skills associated with the critical reading and evaluation of the educational research literature
5. Participate in collaborative action research
6. Demonstrate the ability to articulate in a written paper guiding principles for a unified perspective and its implications for teaching practices and advocacy-bringing together research, theory, and critical analysis of current issues.

Professional Standards

Interstate Teacher Assessment and Support Consortium (InTASC) Teaching Standards, Division of Early Childhood (DEC) Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE), National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators, Virginia Professional Studies Endorsement Competencies, Virginia Early Childhood Special Education Endorsement Competencies, and Virginia Early/Primary Education PreK-3 Endorsement Competencies

Upon completion of this course, students will have met the following professional standards:
Not Applicable

Required Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 9781433832178
Johnson, R.B., & Christensen, L. (2019). *Educational research: Quantitative, qualitative, and mixed approaches* (7th ed.). Sage. ISBN: 9781544337838

Selected articles, chapters and sections of chapters as indicated on the course schedule will be on the library website through e-reserves or e-journals or through Bb.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard (Bb), Tk20, hard copy).

Assignments	Due Date	Points
Attendance and Participation <ul style="list-style-type: none">• Self-Evaluation	Ongoing Mar 3	25
Reading and Course Content Reflections	Ongoing	12

R1	Feb 25	4
R2	Feb 25	4
R3	Mar 3	4
Human Subjects Online Ethics Training and Reflection	Jan 21	3
Method Seminars	Ongoing	10
Seminar Article Critiques (5)		15
SAC 1	Feb 4	3
SAC 2	Feb 4	3
SAC 3	Feb 11	3
SAC 4	Feb 11	3
SAC 5	Feb 18	3
Action Research Project (ARP)		35
ARP 1	Feb 4	5
ARP 2	Feb 4	1
ARP 3	Feb 11	5
ARP 4	Feb 18	10
ARP 5	Feb 25	10
ARP 6	Mar 3	4
TOTAL		100

- **Assignments and/or Examinations**

Reading and Course Content Reflections (12 points, 3@4pts each)

Students will complete three reflections throughout the semester in response to guest speaker research presentations and a Brown Lecture.

Reflections will be conducted on the following:

- R1: Faculty Research Presentation One (4 points)
- R2: Faculty Research Presentation Two (4 points)
- R3: Brown Lecture (4 points)
 - The *Brown* Lecture was inaugurated to commemorate the 50th anniversary of the *Brown v. Board of Education* decision. Students will watch a Brown Lecture on-line webcast (<http://www.aera.net/AnnualMeetingsOtherEvents/AnnualBrownLectureinEducationResearch/PastBrownLectures/tabid/11090/Default.aspx>).

Reflections should be completed using the reflection matrix posted to Blackboard and should include (a) a description of the presentation (what were the specific elements), (b) an explanation of why this topic is important particularly in regards to early childhood education for diverse learners, (c) judgment of the success of the presentation by identifying the effect the research has had within implications for future research and within the field of early childhood education for diverse learners, and (d) application of this presentation by identifying how you might use this information as a researcher of early childhood education for diverse learners.

Human Subjects Online Ethics Training and Reflection (3 points)

Students will complete Mandatory Training for Persons Conducting Research Using Human Subjects. Information is available online: <http://oria.gmu.edu/research-with-humans-or->

[animals/institutional-review-board/human-subjects-training/](https://www.citiprogram.org/animals/institutional-review-board/human-subjects-training/). The training takes between two and five hours and can be accessed from <http://www.citiprogram.org>. While going through the registration process, students will need to indicate interest in “human subjects research courses”; enroll in a “basic course”; and becoming part of “Group 1.” Save the completion certificate and upload to Bb.

Method Seminars (10 points)

Students will work with a peer or small group of peers to share information regarding a specific type of research methodology. Students will share (a) key components of the research methodology (e.g., participants, dependent variables, independent variables, measures, data analysis, data sources), and (b) examples of research questions the method could be used to answer. Students will also identify an article within the field of early childhood education that includes this methodology. Students will present information from this article including rationale, research questions, participants, independent and dependent variable or rationale for why there is not one, measures and/or data sources, data analysis, results, and implications for research and practice. Student presentations will also include a discussion with peers regarding the article and methodology. Prior to the method seminar, those leading the seminar will provide their peers with one article related to early childhood education for diverse learners from a peer-reviewed journal that uses the methodology. All students will engage in an article critique of the peer reviewed article that each group shares using the matrix provided.

Seminar Article Critiques (15 points)

Students will complete article critiques of the articles that are shared for the method seminars. Students will use the matrix provided on Blackboard to critique the articles.

Action Research Project (ARP) (35 points)

Students will enact information presented in this class through the development of an action research project.

ARP 1: Visual Synthesis of Articles on Your ARP Topic

Students will work together to identify a topic and five peer-reviewed, research articles related to their topic. Using the chart provided, students will include documentation of questions addressed, children and/or families studied, methodologies employed, and findings.

ARP 2: Research Question

Using what groups found in ARP 1, students will work together to identify at least one research question that will answer what gap or gaps they found in the literature.

ARP 3: Outline

Students will work with their group to outline an introduction to their ARP Project. This will include (a) an introduction, (b) a literature review related to the articles identified in ARP 1, (c) the purpose of their ARP project, (d) the questions their ARP project addresses, and (e) method that will include the research method they will employ to answer their question, participants, setting, measure(s), and data analysis.

ARP 4: Introduction

Student will work with their group using the outline they created in ARP 3 to complete an introduction section of their paper. This will include (a) an introduction to the topic, (b) a synthesis of the literature related to the articles identified in ARP 1, (c) the purpose of their ARP project, and (d) the questions their ARP project addresses.

ARP 5: Method

Students will work with their group to complete a method template of their action research project. The method should include the research method they will employ to answer their question, participants, setting, measure(s), and data analysis.

ARP 6: Research Session on ARP

Students will work with their group to prepare and present an attractive and functional PowerPoint (or similar presentation format) that includes all aspects of their ARP. Presentations will include a brief introduction that gives the reasons for selecting the topic, summary of the literature, research questions, method, results, and implications.

● **Other Requirements**

Attendance and Participation (25 points)

Active participation and engagement are imperative for optimal learning. Therefore, students will prepare for and participate in in-class and online activities. Students will be expected to do the following:

- Attend class, arrive on time, and stay for the entire class period for all in-person and online synchronous class sessions.
- Complete all online asynchronous work by the due dates.
- Use laptops and personal devices for instructional purposes only during in-person and online synchronous class sessions.
- Complete readings and prepare for class activities prior to class as evidenced by the ability to discuss, write about, and engage in activities related to the concepts presented and examined in the texts.
- Complete participation activities across the semester that complement the scheduled course topic. *Note: Instructors will periodically collect artifacts from the activities.*
- Support the participation and learning of classmates. Students in attendance and who actively engage in the learning experience will receive credit for their efforts. Graded participation activities are not announced and are implemented at the discretion of the instructor.
- Show evidence of critical reflective thinking through in-person, online synchronous, and online asynchronous discussions, activities, and written reflections.
- Display professional dispositions at all times when interacting with the instructor, classmates, and other professionals.
- Submit an attendance and participation self-evaluation.

Written Assignments

All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Seventh Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be

proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

● **Grading**

A = 95-100 A- = 90-94 B+ = 87-89 B = 80-86 C = 70-79 F = <70

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled coursework for a cause beyond reasonable control.

All CEHD students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all graduate licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Professional Dispositions

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

Class Schedule

Date	Class Topics and Activities	Assignments & Readings Due
<p>Week 1 Jan 16-21</p> <p>No class meeting</p>	<p>Overview of class-syllabus</p> <p>Introduction to Educational Research</p> <p>Research topics discussion</p>	<p>Chapters 1, 2, 6</p> <p>Syllabus</p> <p>Due to Bb (Jan 21): <u>Submit the Human Subjects Online Ethics Training and Reflection completion certificate (photo or document)</u></p>
<p>Week 2 Jan 22-28</p> <p>Jan 22 In Person 5:30-8:10pm</p>	<p>Reviewing the Literature to Develop Research Questions and Writing a Research Proposal</p> <p>Measurement and Methods of Data Collection</p> <p>Human Subjects Discussion</p> <p>Forming Research Teams</p> <p>ARP Workgroups</p>	<p>Chapter 4, 5, 7, 8, 9</p>
<p>Week 3 Jan 29-Feb 4</p> <p>Jan 29 In Person 5:30-8:10pm</p>	<p>Sampling and Validity of Research Results</p> <p><i>Experimental Research Seminar</i></p> <p><i>Nonexperimental Quantitative Research Seminar</i></p> <p>ARP Workgroups</p>	<p>Chapters 10, 11, and 13</p> <p>Horner, 2005</p> <p>Seminar article</p> <p>What Works Clearinghouse, 2017</p> <p>Due to Bb (Feb 4): Article Critique 1 and 2</p> <p>Due to Bb (Feb 4): ARP 1 and 2</p>
<p>Week 4 Feb 5-11</p> <p>Feb 5 In Person 5:30-8:10pm</p>	<p><i>Narrative Inquiry and Case Study Research Seminar</i></p> <p><i>Phenomenology, Grounded Theory, and Ethnography Method Seminar</i></p> <p>ARP Workgroups</p>	<p>Chapter 14, 15, 16</p> <p>Seminar articles</p> <p>Brantlinger et al., 2005</p> <p>Due to Bb (Feb 11): ARP 3</p> <p>Due to Bb (Feb 11): Article Critique 3 and 4</p>

<p>Week 5 Feb 12-18</p> <p>Feb 12 Sync Class 5:30-8:10pm</p>	<p><i>Mixed Research Seminar</i></p> <p>Analyzing and Displaying Data ARP Workgroups</p>	<p>Chapter 17, 18, 19, 20</p> <p>Seminar article</p> <p>Barton & Reichow, 2012</p> <p>Due to Bb (Feb 18): ARP 4</p> <p>Due to Bb (Feb 18): Article Critique 5</p>
<p>Week 6 Feb 19-25</p> <p>Feb 19 Sync Class 5:30-8:10pm</p>	<p>ARP Workgroups</p>	<p>Chapter 21</p> <p>Due to Bb (Feb 25): R1 and R2</p> <p>Due to Bb (Feb 25): ARP 5</p>
<p>Week 7 Feb 26-Mar 3</p> <p>Feb 26 In person 5:30-8:10pm</p>	<p>Spring break, no class</p> <p>ARP 6: ARP Presentations</p> <p>Reflection</p>	<p>Due to Bb (Mar 3): R3</p> <p>Due in Class (Mar 3): ARP 6</p> <p>Due to Bb (Mar 3): Attendance and Participation Self-Evaluation</p>

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

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ds.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced 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 <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, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential Employee” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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: <http://cehd.gmu.edu>.