



**College of Education and Human Development  
Elementary Education**

**COURSE**

ELED 559: *Research and Assessment in Elementary Education*  
Section DL2, 3 credits  
Fall 2024  
Thursday 4:30 – 7:10pm

**INSTRUCTOR**

Dr. Mandy Bean  
Office phone: Please email  
Office Hours: By appointment  
Thompson 1406  
[abean5@gmu.edu](mailto:abean5@gmu.edu)

**PREREQUISITES**

Admission into elementary education graduate program; capstone course for degree must be taken last in programmatic sequence.

**UNIVERSITY CATALOG COURSE DESCRIPTION**

Provides teacher candidates an understanding of research paradigms utilizing systematic evidence to improve practice and further skills in assessment of learning outcomes. Emphasizes linking research and practice, making instructional decisions based on systematically collected data.

**COURSE OVERVIEW**

This course is designed to help teacher candidates understand various research paradigms utilizing research literature and systematic evidence to improve teacher practice, and to further their skills at assessment of learning outcomes. Course emphasizes linking research and practice and making instructional decisions based on systematically collected data.

**NATURE OF COURSE DELIVERY**

This course will be delivered online using both synchronous and asynchronous formats. To access your course in Canvas: <https://canvas.gmu.edu/login/canvas>. You will log in to the Canvas course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on August 23, 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.

**Please be aware that this course is not self-paced.** Online classes are considered regular instructional time and the assignments given are the equivalent of a full in-class session. The online classes involve research, use of professional web sites, peer review, email with the instructor and classmates, readings, writing reflections, and other assignments. In general, we will engage in four activities across the course: 1) Mini-lectures, activities, and discussions related to research methods led by the instructor and course participants and supported by course text and selected readings 2) Discussions of the week's readings led by the instructor and course participants 3) Class and peer review group meetings in which students concentrate on selected readings, provide feedback and support for each other's writing and research processes, and share how they have presented their research efforts to authentic audiences 4) Individual, small group, and whole group meetings to discuss research efforts.

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. The purpose of the draft research project sections and the peer review sessions will be to support completion of our action research projects and provide opportunities for us to learn about and analyze methods and techniques of action research. You will be expected to post your own assignments and respond to peers' feedback in accordance with the scheduled provided.

Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

### **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.
  - Canvas supported browsers: <https://guides.instructure.com/a/720329>
- Students must maintain consistent and reliable access to their GMU email and Canvas, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Zoom 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.

### **COURSE EXPECTATIONS**

**COURSE WEEK:** Our class will meet on Thursdays as indicated on the Schedule of Classes.

**LOG IN FREQUENCY:** Students must actively check the course Canvas 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 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 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.

**USE OF GENERATIVE AI:** Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. Three fundamental principles to follow at all times are that: (1) all work submitted be your own, as defined by the assignment; (2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment or exam, ask for clarification. No grade is important enough to justify academic misconduct.

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

When explicitly stated by the instructor, Generative AI tools are allowed on the named assignment. Students will be directed if and when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.

There will be times in the education field that use of AI tools will be needed for you to do well at the job and there will be times where you will need to be able to do the work without support from these tools. This course aims to provide you with experience in the real-world scenarios that you may encounter once you leave the university.

**ACCOMMODATIONS:** Learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

**STUDENT AND FACULTY NAMES AND PRONOUNS:**

If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use [she/hers] for myself and you may address me as “Dr. Bean”, “Professor Bean” or “Mandy” in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

**DIVERSITY AND INCLUSION STATEMENT:**

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

**LAND ACKNOWLEDGEMENT STATEMENT:**

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patowomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

**OFFICIAL ELED ATTENDANCE POLICY:**

- In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.” See <https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6>.
- If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. Unless there are extenuating circumstances that have been shared with the instructor, more than two missed classes will result in a failing grade, and you must retake the course if you wish to earn credit.
- Absence from class to observe a religious holiday, to serve jury duty, to participate in a university-sponsored event, or to participate in required military service are exemptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. See <https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6-1>

- In addition, **you are expected to be on time to class** each week unless 24 hours advance notice has been provided to the instructor. Your instructor will define their policy for tardiness as it relates to class participation points and absences.

**FIELD ACCOMMODATIONS**

- If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason’s Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

**LEARNING OUTCOMES**

- A. Students will be able to:
1. Articulate the role of systematic evidence in the improvement of teaching and learning.
  2. Use educational research literature as a basis for reflecting on and improving their teaching practice.
  3. Make explicit linkages between research and assessment practice.
  4. Distinguish between the purposes and methods of theoretical, applied, and action research as well as quantitative and qualitative research.
  5. Explain the fundamentals of validity and reliability, and articulate the potential threats to validity within various research paradigms.
  6. Critique the quality of research studies within various paradigms.
  7. Describe the purpose and cycle of action research, specifically in relationship to assessment of their learners.
  8. Design appropriate and authentic assessments and analyze student data.
  9. Design an action research study based on research and student assessments.
  10. Use technology to assist in locating, using, conducting research, and analyzing data.
- B. Outcomes and Standards

Learning Outcomes	InTASC Standards
1	2, 3, 4, 5, 6, 9, 10
2	9, 10
3	6, 9
4	6,
5	6
6	6, 9, 10
7	6, 7, 9
8	6
9	6, 7, 9
10	4

**PROFESSIONAL STANDARDS**

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

❖ **INTASC:**

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**REQUIRED TEXT:** None

**RECOMMENDED TEXT:**

American Psychological Association (2019). *Publication manual* (7th ed.). American Psychological Association. \*Note: APA guidelines are available online at [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/index.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html)

**WRITTEN WORK:** All assignments must be written in Times New Roman, Calibri, or Arial, 12 point font, **DOUBLE-SPACED**, and follow APA (7th edition) formatting guidelines (see <http://owl.english.purdue.edu/owl/resource/560/01/> for more information). **I will require you to resubmit if it is NOT double spaced with a point deduction.** Please submit as a word doc to Canvas.

Please Note: The GMU Writing Center offers online support via email. Graduate and professional writing can be difficult; I encourage you to take advantage of this service: [http://writingcenter.gmu.edu/?page\\_id=177](http://writingcenter.gmu.edu/?page_id=177)

## ASSIGNMENTS:

Read below chart for additional information	Point Value	Due Date by 11:59pm
1) Attendance and Participation [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]	20 points	n/a
2) Group project: Action Research Proposal [Outcomes 1, 2, 3, 4, 5, 6, 7, 9, 10]	25 points	Sun 10/27
3) Quantitative and Qualitative Research and Presentation [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]	25 points	Presentation Group 1: Wed 11/20 Presentatio Group 2: Wed 12/4
4) "One Good Thing" Journal/Reflection [Outcome 1]	10 points	Sun 12/8
5) Follow one education organization or association and sharing session [Outcome 1,2,3,10]	10 points	Varies
6) Letter to future self [Outcome 1]	10 points	Sun 12/8

It is expected that all class assignments will be submitted on time to the correct location; therefore, late assignments will not receive full credit. **Assignments turned in late will have .5 point deducted for each day it is late; this policy will be strictly followed.** All assignments must be submitted on the due date stated in the syllabus and should be submitted in the format outlined below. *Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.*

### ASSIGNMENT DESCRIPTIONS

**1. Attendance and Participation Expectations (20 points)** *This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers.*

**it is expected that you attend all scheduled classes** outlined within the syllabus. Please refer to the official ELED attendance policy above.

**You are expected to contribute to both in class discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **YOU ARE EXPECTED TO BE PREPARED FOR EACH CLASS**, which means having completed all assigned readings and tasks for that class. You must actively check Canvas and their GMU email for communications from the instructor, class discussions, and/or access to course materials several times a week.

**2. Group project: Action Research Proposal (25 points)** *In groups of 3 or 4, you will collaboratively develop an Action Research Proposal. This project is designed to give you hands-on experience in formulating and planning a research study. This assignment is an opportunity to engage deeply with*

*action research principles and methodologies, fostering collaboration and critical thinking. Your proposal should include the following sections:*

- a. **Research question:** Clearly state the research question you aim to investigate. Ensure that it is specific, measurable, and feasible.
- b. **Importance of the study:** Provide a compelling rationale for your study. Explain the significance of the research question and why it is important to address this issue. Consider its relevance to the field, potential impact on practice, and contributions to existing knowledge.
- c. **Literature review of 3-4 peer-reviewed articles:** Conduct a literature review to situate your study within the current body of knowledge. Summarize and critically analyze at least three peer-reviewed articles related to your research question. Highlight key findings and methodologies that your study will address. Number of articles due is the same as the number of group members.
  - i. Use the APA, 7<sup>th</sup> edition, as the guide for formatting, for ALL sections:  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/apa\\_changes\\_7th\\_edition.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_changes_7th_edition.html)
- d. **Potential context of your participants:** Describe the potential context and characteristics of the participants in your study. Include information on the population, setting, and any relevant demographic details. Discuss how this context will influence your research.
- e. **Potential research design:** Outline a possible research design for your study. This should include:
  - i. The type of research (qualitative, quantitative, or mixed methods)
  - ii. Data collection methods (e.g., surveys, interviews, observations)
  - iii. Data analysis strategies
  - iv. Ethical considerations
- f. **Conclusion:** Summarize the key points of your proposal and reiterate the significance of the study. Discuss any potential limitations and the anticipated impact of your research.

**Consider the following:**

- o **Due Date:** Sunday Oct 27<sup>th</sup> by 11:59pm
- o **Format:** Your proposal should be professionally written and formatted according to APA guidelines.
- o **Length:** The final document should be comprehensive yet concise, ideally between 8-12 pages, double-spaced.
- o **Collaboration:** Ensure that all group members contribute equally to the project. You will each include a brief reflection on each member's contributions to Dr. Bean via private email which will be part of the final grade.



**3. Quantitative and Qualitative Research and Presentation (25 points)** *This assignment will guide you through the process of conducting both quantitative and qualitative research within the broad field of education. You will formulate a research question, collect and analyze data using surveys and follow-up interviews or focus groups, and present your findings in a digital poster format to your peers.*

**a. Write a Question Related to the Broad Field of Education** Develop a clear and focused research question that addresses an issue or topic within the field of education. Your question should be specific enough to guide your research but broad enough to allow for comprehensive analysis.

**b. Create, Distribute, and Analyze a Survey (Quantitative)**

- Design a survey that includes a range of question types (e.g., Likert scale, multiple-choice, open-ended) to gather quantitative data related to your research question.
- Distribute the survey to an appropriate population.
- Collect and analyze the survey data using statistical methods. Summarize the key findings and identify any trends or patterns.

**c. Follow Up Survey with Either Focus Group or Interviews (Qualitative)**

- Based on your survey results, develop a set of open-ended questions to explore the topic more deeply through qualitative methods.
- Conduct a focus group or an interview with participant(s) from your survey or a similar population.
- Record, transcribe, and analyze the qualitative data to identify themes and insights that complement your quantitative findings.

**d. Present Research in a Digital Poster to Peers** Create a digital poster that visually presents your research process and findings. Your digital poster should include:

- Title and research question
- Introduction and rationale
- Methodology (survey design, distribution, and qualitative follow-up)
- Key findings from both quantitative and qualitative data
- Discussion and implications
- Conclusion

**Consider the following:**

- **Due Date:**
  - Group 1: Wednesday Nov 20<sup>h</sup>
  - Group 2: Wednesday Dec 4<sup>th</sup>
- **Format:** You will submit your presentation to a Google to present to the class.
- **Length:** No paper is required.

**4. “One Good Thing” Journal/Reflection (10 points)** This reflective journal assignment is designed to encourage you to focus on positive aspects of your daily life and practice gratitude – both inside and outside of the classroom. Over a three-week period, you will document one good thing that happens each day. At the end of this period, you will select three entries and submit a reflection based on these entries.

**a. Create a Place in an Online Document or Written Journal** Set up a dedicated space for your journal entries. This can be an online document (e.g., Google Docs, Word) or a physical written journal. Ensure it is easily accessible for daily entries.

- b. **Choose a Three-Week Period** Select a continuous three-week period during which you will consistently write one good thing that happened each day. This includes weekends. Make sure to choose a time frame that allows for daily reflection and writing.
- c. **Document One Good Thing Each Day** Every day during your chosen three-week period, write about one positive thing that happened. Be specific and detailed in your entries. You can include photos if they enhance your reflection and capture the moment.
- d. **Choose 3 Entries for Final Submission** At the end of the three weeks, review your journal and select three entries that stand out to you. These should be entries that are particularly meaningful or impactful.
- e. **Turn in the Reflection Only** Write a reflection based on the three selected entries. Your reflection should include:
  - o A brief summary of each of the three chosen entries.
  - o An analysis of why these moments were significant to you.
  - o Insights gained from this journaling practice.
  - o Any patterns or themes you noticed.
  - o How this exercise has affected your outlook or behavior.

**Consider the following:**

- o **Due Date:** Sunday Dec 8<sup>th</sup> by 11:59pm
- o **Format:** Your reflection should be typed in an appropriate font and double-spaced.
- o **Length:** Aim for 2-3 pages in length.

**5. Follow One Education Organization/Association and Sharing (10 points)** *This assignment is designed to connect you with current trends, ideas, and discussions within the field of education by following an educational organization or association. You will research various education organizations, choose one to learn more about, and share an idea or insight you gained with the class.*

- a. Identify education organizations or associations that interest you. These could include professional associations, advocacy groups, research organizations, or other educational entities. Truly --- choose something you think is valuable!
  - I. Once an organization is chosen/presented by a classmate, it cannot be repeated
- b. Choose One to Follow via Social Media or Through Signing Up for Emails
- c. Engage with the content they share by reading articles, watching videos, participating in webinars, or any other resources they provide.
- d. Identify one idea, insight, or piece of information that you found particularly valuable or interesting from the organization you followed.
- e. Prepare a brief presentation to share this idea with the class. Your presentation should include:
  - I. A **brief** introduction to the organization and any links
  - II. The idea or insight you learned

**Consider the following:**

- **Due Date:** Varies depending on sign-up date
- **Length:** Aim for a 2-3 minutes (VERY SHORT)
- **Submission:** Submit the name of organization and any links to CANVAS AT LEAST 24 HOURS before you present. Dr. Bean will post the information in the class slides.

**6. Letter to Future Self (10 points)** This reflective assignment invites you to write a letter to your future self to be opened at the end of your first year of teaching. This letter will serve as a personal time capsule, capturing your current aspirations, goals, and messages of encouragement.

- Ideas for letter:
  - Reflect on your hopes, dreams, and expectations for your first year. Consider including words of encouragement, advice, and reminders of why you chose to enter the teaching profession.
  - Think about what you want to achieve during your first year of teaching. Outline specific goals you hope to accomplish.
  - Consider the challenges you might face and how you plan to overcome them.
  - Write about the kind of teacher you aspire to be and the impact you hope to have on your students.
- Put the Letter in an Envelope and Seal it with the Label “Open on Last Day of School Year”
- Once you have written your letter, place it in an envelope.
- Seal the envelope and write on it: “Open on the last day of the school year.”
- Take a photo of the sealed envelope with the label visible and upload the image to the Canvas.

Consider the following:

- **Due Date:** Sunday Dec 8 by 11:59pm
- **Format:** The letter should be written in a personal, reflective style.
- **Submission:** Upload the image of envelope to Canvas.

**GRADING**

94-100 = A	90-93 = A-	88-89 = B+	81-87 = B	70-80 = C	Below 70 = F
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**COURSE SCHEDULE**

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

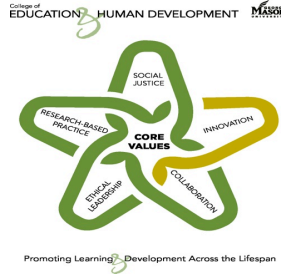
Date	Readings (all on Canvas)	Topics and/or Activities	Due
<b>Class 1</b> <b>Aug 29</b>  <b>ZOOM</b> <b>at 5:00</b>	<b>Sagor Ch 1:</b> Introduction to Action Research  <b>Sample AR paper: “The Case for Shared Writing”</b>	<ul style="list-style-type: none"> <li>• Introductions, Course Structure, Syllabus, Assignments</li> <li>• Norm Setting for Class Meetings</li> <li>• Complete survey for <b>group AR proposal assignment</b></li> <li>• Sign up for <b>Sharing Education Resource</b></li> </ul>	
<b>Class 2</b> <b>Sept 5</b>  <b>ZOOM</b> <b>at 5:00</b>	<b>Sagor Ch 2:</b> Finding a focus (selected pgs) <b>Sagor Ch 3:</b> Refining a focus (selected pgs)  <b>Sample AR Proposal: TBD</b>	<ul style="list-style-type: none"> <li>• <b>Research Question construction</b></li> <li>• <b>Groups will meet for Action Research Proposal</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sharing Education Resource (only once per student)</b></li> </ul>
<b>Class 3</b> <b>Sept 12</b>  <b>ZOOM</b> <b>at 5:00</b>	<b>Mills Ch 4:</b> Review of Related Literature (selected pgs) <b>Review <a href="#">7th APA link</a></b>	<ul style="list-style-type: none"> <li>• Using past research articles/literature to explore our questions</li> <li>• 7<sup>th</sup> edition of APA style</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sharing Education Resource (only once per student)</b></li> </ul>

<b>Class 4 Sept 19</b>	No Class- Meet in groups and/or work on <b>literature review</b>		
<b>Class 5 Sept 26</b>  <b>ZOOM at 5:00</b>	<b>Read:</b> <a href="#">One Good Thing: 2023 Teacher of the Year</a> <b>Skim:</b> <a href="#">One Good Thing Blog</a>	<ul style="list-style-type: none"> <li>Gratitude in and out of the classroom</li> </ul>	<ul style="list-style-type: none"> <li><b>Sharing Education Resource</b> (only once per student)</li> </ul>
<b>Class 6 Oct 3</b>	<b>Mills Ch 5:</b> Data Collection Part 1: Techniques	<ul style="list-style-type: none"> <li>Qualitative &amp; Quantitative Data Collection</li> </ul>	<ul style="list-style-type: none"> <li><b>Sharing Education Resource</b> (only once per student)</li> </ul>
<b>Class 7 Oct 10</b>  <b>ZOOM at 5:00</b>	<b>Mills Ch 6:</b> Data Collection Part 2: Considerations (selected pages)	<ul style="list-style-type: none"> <li>Develop your plan for the <b>Quantitative and Qualitative Research and Presentation</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Sharing Education Resource</b> (only once per student)</li> </ul>
<b>Class 8 Oct 17</b>  <b>ZOOM at 5:00</b>	<b>Sagor Ch 8:</b> Analyzing the Data (selected pages)	<ul style="list-style-type: none"> <li>Qualitative &amp; Quantitative Data Analysis</li> </ul>	<ul style="list-style-type: none"> <li><b>Sharing Education Resource</b> (only once per student)</li> </ul>
<b>Class 9/10/11/12 Oct 24 Oct 31 Nov 7 Nov 14</b>	No class during Independent Teaching  Individual meetings will be scheduled by Dr. Bean as needed  Collect data: <b>Quantitative and Qualitative Research &amp; Presentation</b>		<ul style="list-style-type: none"> <li><b>Action Research Proposal due Sun Oct 27<sup>th</sup></b></li> </ul>
<b>Class 13 Nov 21</b>  <b>ZOOM at 5:00</b>	No readings	<ul style="list-style-type: none"> <li><b>Quantitative and Qualitative Research and Presentations</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Q/Q Due Wed Nov 20<sup>th</sup> Group 1</b></li> </ul>
<b>Class 14 Dec 5</b>  <b>ZOOM at 5:00</b>	No readings	<ul style="list-style-type: none"> <li><b>Quantitative and Qualitative Research and Presentations</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Q/Q Due Wed Dec 4<sup>th</sup> Group 2</b></li> </ul>
<b>Due Sunday Dec 8<sup>th</sup> by 11:59pm: Letter to Future Self</b> <b>Due Sunday Dec 8<sup>th</sup> by 11:59pm: "One Good Thing" Reflection</b>			

### CORE VALUES COMMITMENT

Core Values Commitment The College of Education & 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 Mason’s Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
  - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
  - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
  - Writing Center: <https://writingcenter.gmu.edu/>

**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](mailto:titleix@gmu.edu).

**EMERGENCY PROCEDURES:** You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://gmu.edu/service/cert>

<b>Action Research Proposal – 25 points</b>				
<b>Group Rubric</b>				
<b>Levels/Criteria</b>	<b>5 points</b>	<b>3 points</b>	<b>1 point</b>	<b>Zero points</b>
<i>Research Question and Importance of Study:</i> Describes the problem. Clear research question stated. Significance of problem is addressed.	The problem is described in detail. The description fully leads the reader to the research question. The research question is clear. It is measurable. The significance of the problem is addressed fully. It is clear why this is an important problem to study.	The problem is adequately described. The description partially leads the reader to the research question. The research question is vague. It is measurable. The significance of the problem is adequately addressed, but it is not clear as to why this is important.	The problem is not adequately described. It does not lead the reader to the research question. The research question is unclear. It is not measurable. The significance of the problem is unfocused and rambles. It is not clear why this is an important topic to study.	No research question is provided.
	<b>4 points</b>	<b>2 points</b>	<b>1 point</b>	<b>Zero points</b>
<i>Literature Review:</i> Research studies are used. Studies relate to the research question.	Three or four research studies are used to support the literature review. These are from respectable journals. The studies are appropriate for the topic and research questions. Bibliography is in APA style with no errors.	One study is missing. The studies are somewhat appropriate for the topic and research question. Bibliography follows APA style with no more than two errors.	One research studies is used. The articles are not from respectable journals. The studies are not appropriate for the topic or research question.	No literature review is provided.
	<b>3 points</b>	<b>2 points</b>	<b>1 point</b>	<b>Zero points</b>
<i>Potential Context:</i> Setting Described. Population identified.	All pertinent information is included. The population and setting is described.	Most information is included, but not all. The population and setting are adequately described.	Information is inadequately described.	No potential context is provided.
	<b>5 points</b>	<b>3 points</b>	<b>1 point</b>	<b>Zero points</b>
<i>Potential research design:</i> Design of study, data collection, data analysis included.	The methodology chosen (quantitative, qualitative, mixed methods) is appropriate for the research question. The treatment is reasonable and ethical. There is a mixture of data collections included in the design.	Two of the three stated criteria are adequate.	One of the criteria is adequate.	No research design is provided.
	<b>4 points</b>	<b>2 points</b>	<b>1 point</b>	<b>Zero points</b>
<i>Overall Style:</i> Clear, concise writing. Grammar and punctuation.	The writing is very clear and concise. The reader can understand what the problem is and how the research will address it. There are no grammar and punctuation errors.	The majority of the writing is clear and concise. There are one to three grammar and punctuation errors.	The majority of the reading is vague and unclear. There are four grammar and punctuation errors.	The majority of the reading is indecipherable. There are five or more grammar and punctuation errors.
<b>Individual Contributions Rubric</b>				
<i>Contributions to overall project</i>	Up to <b>4 points</b> can be earned based on feedback from your fellow group members			

<b>Quantitative and Qualitative Research and Presentation – 25 points</b>				
<b>Levels/Criteria</b>	<b>5 points</b>	<b>3 points</b>	<b>1 point</b>	<b>Zero points</b>
<b>Research Question</b>	The research question is clear, focused, and addresses a significant issue within the field of education. It is specific enough to guide the research.	The research question is clear and addresses an issue within the field of education but lacks specificity.	The research question is somewhat clear but is too broad or too narrow.	The research question is unclear or does not adequately address an issue within the field of education.
<b>Survey Design and Distribution</b>	The survey is well-designed with a range of question types. It is distributed to an appropriate population, and the data collection process is thorough.	The survey is adequately designed with some variety in question types. It is distributed to a generally appropriate population, with minor flaws in data collection.	The survey design is poor, lacks variety, and is not appropriately distributed, leading to ineffective data collection.	No survey is designed or distributed.
<b>Quantitative Data Collection and Analysis</b>	Data techniques are well-developed and appropriate for quantitative exploration, using appropriate statistical methods. Key findings and trends are clearly summarized and well-supported.	The analysis is mostly thorough, with minor gaps. Key findings and trends are summarized but may lack some clarity or support.	The analysis is basic, with significant gaps. Key findings are summarized but lack depth and clarity.	No quantitative data analysis is conducted
<b>Qualitative Data Collection and Analysis</b>	Data techniques are well-developed and appropriate for qualitative exploration. Data collection (interviews/focus groups/etc) is thorough, and analysis identifies clear themes and insights.	The analysis is mostly thorough, with minor gaps. Data collection is sufficient, with analysis identifying some themes and insights.	Data collection is limited, and analysis identifies few themes and insights.	No qualitative data collection or analysis is conducted.
<b>Digital Poster Presentation</b>	The digital poster is visually engaging and includes all required sections: title, research question, introduction, methodology, key findings, discussion, and conclusion. Presentation to peers is clear and well-organized.	The digital poster is visually adequate and includes most required sections. Presentation to peers is clear but may lack some organization or detail.	The digital poster includes some required sections but lacks visual appeal or clarity. Presentation to peers is basic and somewhat disorganized.	No digital poster is created or presented.



## Common Policies Affecting All Courses at George Mason University

Updated August 2024

These four policies affect students in all courses at George Mason University. This Course Policy Addendum must be made available to students in all courses (see [Catalog Policy AP.2.5](#)).

**Additional policies** affecting this course, and additional resources or guidance regarding these policies, may be provided to students by the instructor.

### Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- **Honesty:** Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- **Acknowledgement:** Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.
- **Uniqueness of Work:** Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is [outlined in the university's procedures](#). Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.



**Student responsibility:** Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

### **Accommodations for Students with Disabilities**

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <https://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: [ods@gmu.edu](mailto:ods@gmu.edu). Phone: (703) 993-2474.

**Student responsibility:** Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor *in advance* of any relevant class meeting, assignment, or exam.

### **FERPA and Use of GMU Email Addresses for Course Communication**

The [Family Educational Rights and Privacy Act \(FERPA\)](#) governs the disclosure of [education records for eligible students](#) and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

**Student responsibility:** Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

### **Title IX Resources and Required Reporting**

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct** (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see [University Policy 1202: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence](#). Questions regarding Title IX can be directed to the Title IX Coordinator via email to [TitleIX@gmu.edu](mailto:TitleIX@gmu.edu), by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

**Student opportunity:** If you prefer to speak to someone *confidentially*, please contact one of Mason's confidential employees in Student Support and Advocacy ([SSAC](#)), Counseling and Psychological Services ([CAPS](#)), Student Health Services ([SHS](#)), and/or the [Office of the University Ombudsperson](#).

This document is updated annually and maintained by the [Stearns Center for Teaching and Learning](#), in cooperation with GMU Faculty Senate Academic Policies Committee.