Course & Section	EDUC 694-9
Course Title	Research in Curriculum and Instruction I
Class Roster No.	43066
Course Day(s)	Tuesdays
Time	4:00-6:50 PM
Course Location	University Hall 440
Semester / Year	Fall 2019
Instructor	Joni S. Kolman, Ed.D.
Phone	760-750-8236
E-Mail	jkolman@csusm.edu
Office	University Hall 406
Office Hours	Before class and by appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the school, college, university, and community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

TABLE OF CONTENTS

Research in Curriculum and Instruction I

Guides students toward building and completing a research or project proposal in the area of K-12 curriculum and instruction. Students work to identify an issue or problem in K-12 schools about which to inquire, develop research questions, review the related literature, and propose methods of examination.

Course Prerequisites

Admittance to MA program

Course Objectives

Upon successful completion of the course students will be able to:
- Describe how research in curriculum and instruction can address issues of equity and social justice in K-12 schools;
- Formulate research questions, write a synthesis of literature, develop a research design, and develop data collection instruments

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Falk, B. & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research*. Portsmith, New Hampshire: Heinemann.

Additional readings and model studies will be available on Cougar Courses and passed out in class

Alfonso, S. (2017). Implementing the project approach in an inclusive classroom: A teacher's first attempt with project-based learning.
https://www.naeyc.org/resources/pubs/yc/mar2017/project-approach-inclusive-classroom

Ballenger, C. (2014). Learning About Literature While Reading With Children, The Educational Forum, 78:4, 432-439, DOI: 10.1080/00131725.2014.941119

Bleemer, N. (2015). Starting school the very first time: The stories of three young children.
https://issuu.com/naeyc/docs/vop_winter_2015

MacDonald, M. & Weller, K. (2017). Redefining our roles as teachers, learners, and leaders through continuous cycles of practitioner inquiry, The New Educator, 13:2, 137-147, DOI:10.1080/1547688X.2016.1144121

Richards, S. (2007). What strategies can I incorporate so that the English Language Learners in my classroom will better understand oral directions? In C. Caro-Bruce, R. Flessner, M. Klehr, & K. Zeichner (Eds.), Creating equitable classrooms through action research. (pp. 59-77). Thousand Oaks, CA: Corwin Press.

Schaefer, L., Long, J. S., & Clandinin, D. J. (2012). Questioning the research on early career teacher attrition and retention. Alberta Journal of Educational Research, 58(1), 106-121.

Wolkenhauer, R., Pennypacker Hill, A., Fichtman, N.D., & Stukey, M. (2017). Exploring the connections between action research and teacher leadership: A reflection on teacher-leader research for confronting new challenges, The New Educator, 13:2, 117-136, DOI: 10.1080/1547688X.2016.1237692

Zenkov, K., Pellegrino, A., Sell, C., Ewaida, M., Bell, A., Fell, M., Biernesser, S., & McCamis, M. (2014) Picturing Kids and "Kids" as Researchers: Preservice Teachers and Effective Writing

Instruction for Diverse Youth and English Language Learners, The New Educator, 10:4, 306-330, DOI: 10.1080/1547688X.2014.965107

COURSE LEARNING OUTCOMES

PSLO #3: Demonstrate competence in designing, conducting, and communicating research focused on curriculum and instruction

MA in Education is a professional preparation program. It is expected that graduate students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Graduate students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for educators to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the School of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor.

Session	Focus and Readings	Assignments
UNIT: DEVELOPING RESEARCH QUESTIONS		
WEEK 1 August 27 **IN PERSON** Create small groups	**OVERVIEW OF RESEARCH PROJECT AND TEACHING FOR EQUITY**	**Bring:** Begin paying attention in your school/classroom to things that interest you/you'd like to know more about.
WEEK 2 September 3 **IN PERSON**	**TEACHER RESEARCH EXPLORATIONS** Identifying and writing about an equity-oriented classroom problem **Read:** Falk and Blumenreich—Chapters 1 & 2	**Bring:** Your notes, thoughts, quotes, etc. from your noticings/thoughts and be prepared to share with the group.
WEEK 3 September 10 **IN PERSON**	**DEVELOPING RESEARCH QUESTIONS** **Read:** Falk & Blumenreich—Chapter 3	**Due:** Complete the worksheet on p. 40 of Falk & Blumenreich. Email me a copy at jkolman@csusm.edu.
WEEK 4 September 17 **SMALL GROUPS**	**WRITING WORKSHOP** Write a draft of your research brief. Share it with your group members for feedback.	
UNIT: DESIGNING METHODS		
WEEK 5 September 24 **IN PERSON**	**CONDUCTING TEACHER RESEARCH/ DETERMINING METHODS** **Read:** Falk & Blumenreich—Chapter 5	
WEEK 6 October 1 ROSH HASHANA **IN PERSON**	**LIBRARIAN VISIT/IRB VISIT** **Read:** Falk & Blumenreich—Chapter 6	**Due:** Research brief
WEEK 7 October 8 YOM KIPPUR **SMALL GROUPS**	**METHODS WORKING SESSION** **Read:** Falk & Blumenreich—Chapter 7	**Remember:** Continue collecting literature! **Work on:** CITI Training

Session	Focus and Readings	Assignments
WEEK 8 October 15 **IN PERSON**	**IRB WORKSHOP DAY**	**Due:** CITI training certificate **Read:** Come prepared! Read the IRB exempt and expedited/limited applications, and with materials appropriate to completing the application form. They can be found here: https://www.csusm.edu/gsr/irb/forms.html
WEEK 9 October 22 **IN PERSON**	**METHODS WORKING SESSION**	**Remember:** Continue collecting literature!
UNIT: CREATING THE LITERATURE REVIEW		
WEEK 10 October 29 **IN PERSON**	**LITERATURE REVIEWS—CHARTING THE BIG IDEAS** **Read:** Falk & Blumenreich—Chapter 4	**Bring:** At least 2 pieces of literature you collected thus far **Due:** Methods section
WEEK 11 November 5 **IN PERSON**	**LITERATURE REVIEW WORKING SESSION**	**Bring**: All of the literature you have gathered thus far and any writing you have done for your literature review. Be sure you have a device you can work on with this.
UNIT: PULLING TOGETHER THE PROPOSAL		
WEEK 12 November 12 **IN PERSON**	**LIMITATIONS & APA REFERENCING** **WRITING THE PROPOSAL**	**Due:** Draft of literature review (optional)
WEEK 13 November 19 **SPECIAL EVENT**	Attend the MA Open House and Poster Session at 5pm. Location TBA	**Due:** IRB application must be uploaded by this date!
WEEK 14 November 26 **ONLINE**	**Thanksgiving week—Gobble gobble!**	
WEEK 15 December 3 **IN PERSON**	**PROPOSAL PRESENTATIONS** Come prepared with a one-page handout to share your research proposal with the class	**Due: Final submission of research proposal** NOTE: Turn a copy of the research proposal into me and a copy into your chair (if that is not me)

This calendar has been thoughtfully planned, but could change to meet student needs.

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Research brief: 10 points
Literature review: 30 points
Methodology: 50 points
<u>Final proposal: 10 points</u>
Total= 100 points

Grading Standards

A = 93-100	A- = 90-92			
B+= 87-89	B = 83-86	B- = 80-82		
C+= 77-79	C = 73-76	C- = 70-72	D = 60-69	F=59 or lower.

Final Exam Statement

No final exam in this course.

School of Education/Course Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. **As a professional courtesy, I would appreciate an email letting me know when you will be missing class.** Should you have extenuating circumstances, please contact me as soon as possible.

Policy on Late/Missed Work

It is expected that you turn in your assignments on time and completed to the best of your ability. Particularly for this course, if you do not complete everything in a timely manner, it will impact your ability to complete your proposal by the end of the semester and, potentially, your timeline for graduation. Late work will be graded but will not receive the same depth of feedback provided for assignments turned in during the regular timeline.

Student Collaboration Policy

This course requires students to collaborate on assignments and all students are required to work together. Details regarding these policies and expected behaviors are covered the first night in class.

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable

accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

Per the University Credit Hour Policy, this course includes class time devoted to describing to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

Course Format

This is a hybrid course where we will meet some weeks as a full group in-person, in small groups (in person or virtually), and in asynchronous online spaces (with Cougar Course supports and assignments).

Necessary Technical Competency Required of Students

Fully functional laptop and familiarity with Google drive as cougar courses is a minimum requirement for this course. The use of the MSWord Track Changes tool is advisable.

Contact Information for Technical Support Assistance

- Email: **sth@csusm.edu**
- Phone: **760-750-6505**
- Location: 2nd floor of Kellogg Library

Monday - Thursday 7:00 am - 7:00 pm, Friday 8:00 - 5:00pm

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

RESEARCH BRIEF (10 points)

Name: _____

Tentative Research Title: _____

THE BRIEF SHOULD BE **NO MORE** THAN 2 PAGES AND SHOULD INCLUDE:

INTRODUCTION (5 points)	
	Introduces the project by describing, with vivid examples, the problem as currently identified
	Clearly lays out the research question/purpose statement inclusive of a description of what will be studied and what the specific subquestions
	Clearly explains why topic will be studied
	Clearly explains how the topic relates to social justice/equity issues in schools
	TOTAL FOR INTRODUCTION

CONCLUSION (5 points)	
	Clearly sums up the initial proposed research study
	Lays out any issues that are a current struggle
	TOTAL FOR CONCLUSION

OVERALL SCORE (10 points possible): _____

Full points will be earned by providing answers to each of the research brief questions (above) in a clear and thoughtful manner. The research question(s) should follow the guidelines provided in class. Every aspect of the design should make sense given the research question and should be informed by our readings.

LITERATURE REVIEW SCORING GUIDE (30 POINTS)

Name: _____

Research Title: _____

RESEARCH (9 POINTS)	
	Author draws on *at least* 10 pieces of research
	The research is from a variety of credible sources (At least ¾ should be <u>peer-reviewed and empirical</u>).
	The research cited relates to the study's focus/purpose and research subquestion(s)
	TOTAL FOR RESEARCH

CONTENT OF THE REVIEW (12 POINTS)	
	The research is clearly synthesized and described The differences and similarities of perspectives have been described
	The review is well organized. It is divided into subsections with subheadings, which describe the big ideas expressed by others who have explored this topic. The ideas shared in this review are supported by evidence from the research.
	Descriptions of each empirical research study includes information about the research approach taken by the author(s), the participants, and the context for the study. Relevant findings from the studies are described.
	The review ends with a section describing the <u>author's evaluation, interpretation, and/or conclusions regarding the research</u>. The author draws connections between the research he/she has read and the study he/she will conduct. The author identifies lingering questions that emerged from the reading of the literature
	TOTAL FOR CONTENT

WRITING (9 POINTS)	
	Ideas clearly communicated
	Words are spelled correctly and all text is grammatically correct; punctuation is appropriate
	Sources are cited using correct APA style referencing
	TOTAL FOR WRITING

OVERALL SCORE (30 points possible): _____

Syllabus is subject to change.

METHODOLOGY SCORING GUIDE (50 POINTS)

Name: _____

Research Title: _____

INTRODUCTION TO THE PROBLEM, RESEARCH QUESTION, AND SUB-QUESTIONS (4 PTS)	
	Introduction provides a rationale for the connection between the research question/purpose and subquestions and the approach to studying it.
	Introduction clearly explains the context and background of the study—(the perspective, background, assumptions, and/or biases that have led you to pursue answering the research questions)
	Research question/purpose statement is clear
	Sub-questions break down larger research question/purpose statement and can be answered through the teacher research process
	TOTAL FOR INTRODUCTION

PARTICIPANTS AND SETTING (6 PTS)	
	The participants are described, including a description of the criteria for selecting participants, and a description of the researcher as a participant.
	The setting is described: the community, school, classroom (as relevant to the study).
	TOTAL FOR PARTICIPANTS AND SETTING

DATA COLLECTION (28 PTS)	
	Data collection section involves *detailed* descriptions of at least three data sources
	There is an explanation of how sources will work towards answering the research questions
	A timeline for data collection is included
	All data collection instruments (e.g., surveys, interview protocols, observation protocols) are complete and attached
	TOTAL FOR DATA COLLECTION

DATA ANALYSIS (5PTS)	
	A plan for data analysis is described, demonstrating an understanding of what methods and themes may be used in analysis next semester.
	TOTAL FOR DATA ANALYSIS

WRITING (7 POINTS)	
	Each piece is presented neatly and written using correct grammar, punctuation, and spelling
	Ideas clearly communicated
	TOTAL FOR WRITING

OVERALL SCORE (50 points possible): _____

Syllabus is subject to change.

FINAL PROPOSAL SCORING GUIDE (10 POINTS)

Name: _____

Research Title: _____

Revised Final Full proposal
- Each required section of the proposal is included
- Research question/purpose statement and subquestions are revised as suggested
- Literature review is revised as suggested (if appropriate)
- Methods have been revised as suggested
- Instruments have been revised as suggested and <u>attached to the document</u>
- There is a cover page with title that is appropriate to the study
- There is a table of contents that outlines the entire document including headings and subheadings, tables and figures, as well as appendices.
- The references list includes all cited work and is in APA format.
- The proposal is presented neatly and written using correct grammar, punctuation, and spelling.
- There is coherence across the entire document.

OVERALL SCORE (10 points possible): _____

Syllabus is subject to change.