

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of LEADERSHIP & FOUNDATIONS
COURSE SYLLABUS**

Course Prefix and Number: EDF 8553

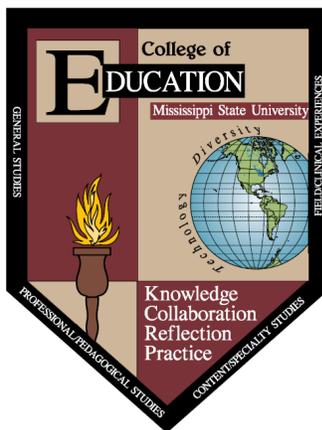
Course Title: Research in the Classroom

Credit Hours: Three (3) semester hours

Type of Course: Lecture

Catalog Description: Three hours lecture. An examination of research methods used by teachers in the classroom setting.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

The College of Education and NCATE have standards for teacher education. In addition, the Association for Middle Level Education (AMLE) has standards for master's middle level teacher preparation. The course is organized around these standards.

1. To help teacher candidates understand basic concepts of research. **CFPO 13, InTASC 1, AMLE 1**
2. To help teacher candidates understand the application of research in the classroom setting. **CFPO 13, InTASC 2, 3 AMLE 4, 5**
3. To help teacher candidates learn how to design appropriate classroom research. **CFPO 4, 8, 13, InTASC 9, AMLE 4, 5**
4. To help teacher candidates learn how to effectively collect data from classroom research. **CFPO 6, 13, InTASC 6, AMLE 4, 5**
5. To help teacher candidates interpret data collected from classroom research. **CFPO 8, 13, InTASC 8,9, AMLE 4, 5**
6. To help teacher candidates change classroom practice based on the use of student level data. **CFPO 3, 8, 13, InTASC 1, 4, 7, AMLE 7,**

Topics to be Covered:

Topic	Hours
Understanding research	3
Research in classrooms	3
Understanding the data you have	6
Student performance (3)	
Historical data (3)	
Area of research interest	3
Literature on research topic	3
Design for data collection	6
Quantitative (3)	
Qualitative (3)	
Data collection and organization	6
Collecting data for analysis (3)	
Organizing data for analysis (3)	
Data analysis	3
Reporting data	3
Changing practice	3
Reporting	3
Longitudinal data collection/analysis	3

Required Text:

Mills, G. E (2011). *Action Research: A Guide for the Teacher Researcher* (4th Ed). Upper Saddle River, NJ: Pearson.

Thomas, R. M. (2005). *Teachers doing research: An introductory guidebook*. Upper Saddle River, NJ: Pearson.

Additional readings and resources provided through MyCourses.

Methods of Instruction:

Knowledge is constructed through experience. Instruction in EDF 8553 is intended to assist students in constructing knowledge through:

1. reading research related to middle level education
2. writing reflectively on your research experiences
3. expressing your research experiences in online discussion forums
4. critiquing your research experiences
5. critiquing the research experiences of peers
6. using various forms of technology tools (video, PowerPoint, TaskStream, spreadsheets, etc.) in designing, conducting, analyzing, and presenting your research

Student Activities:

Synchronous Chats

It is expected that you will participate in a minimum of 3 (in a 5-week summer term - usually 4-5 chats will be held minimum in a 5-week summer term) synchronous chats to discuss course assignments and content. Before coming to each chat session it is expected that you have completed the reading(s) and have reviewed the instructions for the assignments in the upcoming week(s) as they become available to make the chat sessions as valuable as possible. For chats you do not attend, you must review the chat logs, and will be responsible for the directions and material included, that will be posted online for your review. In addition, if you cannot attend the minimum number of chats, you MUST make arrangements with the instructor. (All goals)

Other Online Discussions and Activities as Assigned:

You may be given brief quizzes, reflections, discussions, assignments that will be graded. Class participation is expected each week. You must demonstrate your knowledge, skills, and beliefs in class. Viewing videos, participating in online discussions/meetings, completing note taking activities using online tools, etc. will be incorporated into the course and are required.

Dispositions:

Becoming an educator means not only mastering the knowledge and skills necessary to become a successful teacher, but also displaying the necessary dispositions. You will be responsible for signing the College of Education dispositions form and adhering to its principles. Poor netiquette (see above), class disruptions, lack of preparation for chat sessions, not following formatting requirements, poor work quality, being unprepared for class, etc. are all potential reasons for losing points in this area. Please carefully review the dispositions form and ensure you are adhering to its guidelines. <http://www.educ.msstate.edu/formsweb/dispositions.pdf>

Professionalism:

The professionalism of a teacher begins with the work to become a teacher. The behaviors expected of you in EDF 8553 are the same behaviors expected of you as a middle level teacher. AMLE Disposition #5 indicates middle level master's candidates "believe in the importance of being positive role models" and it is expected your behavior in EDF 8553 will reflect the expectations of positive role models.

The MSU Bulletin indicates *CLASS PARTICIPATION is a professional responsibility, as is reading assignments, completing assignments before class, and completing all assignments in a professional manner.* In this class, you are expected to demonstrate professional behavior expected of teachers.

Issues of Exams Online:

Exams are open book, open note. They are also timed and are prepared in different versions, meaning the test you have is probably not the test your colleague has. Additionally, exam questions are frequently personalized to your research and your classroom.

Honor Code:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code.

Technology:

Effective teachers use technology effectively in teaching. Effective researchers use technology effectively in research. It is expected you will explore appropriate, available technology in conducting, analyzing, and presenting your research.

Diversity:

Successful middle level teachers effectively create a classroom environment where diversity is understood to be a critical element in all instruction. The understanding of diversity in the classroom is essential to conducting classroom research and changing classroom practice.

Disability:

Any student with a documented disability should notify the instructor immediately so that appropriate accommodations can be made. Contact disability services at 662-325-3335 or visit

the Student Support Services website or office for more information <http://www.sss.msstate.edu/>.

Field Experience:

None

Evaluation of Student Progress and Student Activities:

Mastery: As a future teacher, you must master the necessary knowledge and skills of an effective beginning teacher. It is expected that you will achieve and demonstrate mastery of the course goals over the course of the semester. The nature of teaching is essentially ill-structured problem-solving. There is not always a single correct answer. Therefore, you have to be prepared to justify your work as appropriate for the given context based on your learning in this course, as well as prior experience. This may also require multiple attempts of assignments. That is, work will be redone until mastery is noted.

Grade Distribution:

A “C” reflects work that is minimally adequate. A “B” reflects good, strong work. An “A” reflects work that is superior and will only be given for work that is excellent. Remember, however, that a 3.0 is required on all graduate work for graduation.

This course is based on the accumulation of points earned, but the **10-point grading scale** is followed (90 - 100: A; 80 - 89: B; 70 - 79: C). A grade below C is not acceptable as graduate credit. The point allocation is listed below.

Assignment Point Allocations:

Class quizzes (10 @ 10 points each)	100 points
Midterm	100 points
Final	100 points
Class research project	200
<u>Class research project presentation</u>	<u>100 points</u>
Total	600 points

A = 90 - 100% =	540 - 600 points
B = 80 - 89% =	480 - 539 points
C = 70 - 79% =	420 - 479 points
D = 60 - 69% =	360 - 419 points
F = below 60% =	below 359 points

Assignments:

EXAMS: Midterm and final (cumulative) are open book, open note.

QUIZ: Will cover readings, written assignments, classroom research experiences, and reflections.

READINGS: Read your text assignments. Any vocabulary you do not know, look up. Additionally, you will occasionally be given outside readings. All readings will be discussed and you will be expected to discuss topics from the readings without advanced warning. Be prepared.

WRITTEN ASSIGNMENTS: You will be assigned topics to discuss in writing. Master's level written expression is required. Also, use headers (date/assignment/your name) and line numbers. Remember, knowledge of what is considered plagiarizing is YOUR responsibility. If you do not know, ask me.

CLASS RESEARCH PROJECT: This is an applied research course. You will select a classroom based research project, design the project, conduct the research, analyze the data, and write the results of your research.

CLASS RESEARCH PROJECT PRESENTATION: You will present the results of your research to your colleagues in a formal presentation using appropriate technology.

REFLECTIONS: Think about what you read for class, what we did in the last time we were in chat, and how it applies to what you do and how you think. Send your reflection to me 24 hours before our next time together. Use a header with your name and date, and add page numbers and line numbers.

RESEARCH JOURNAL: Researchers keep a journal of their research experiences and progress of their research projects. You will keep a journal during the semester and it will be submitted with your class research project.

Resources:

The following programs offer assistance to online students: Please seek appropriate assistance, if needed.

Information Technology Services

<http://its.msstate.edu/>

ITS System Status - Check to see if MyCourses is working

<http://status.its.msstate.edu/>

You can access MyCourses directly from: <http://mycourses.msstate.edu>

Library

Rachel Cannady in the library can help you with your research questions. Please contact her at rcannady@library.msstate.edu to set up a research consultation or get assistance with any of your research needs. The MSU Libraries also has an Information Portal for distance learners (<http://guides.library.msstate.edu/distancelearners>) as well chat and phone reference services available Sunday through Friday for when you need immediate answers (<http://library.msstate.edu/askalibrarian>).

Academic Outreach

<http://www.aoce.msstate.edu/SRC/index.html>

MyCourses Tutorial

<http://www.aoce.msstate.edu/SRC/mycourses.html>

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