

**Eastern Illinois University**  
**Early Childhood, Elementary and Middle Level Education**  
**ELE 5100: Introduction to Graduate Studies in EC/ELE/MLE**  
**Fall, 2009**

Credit hours: 3

Prerequisites: admission to graduate school

Instructor: Dr. Dale

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Office Hours: T/TH 11:30-1:00; T 6:00-7:00 pm; W 8:30-10:00 am

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Class Meeting: Section 1: Tuesdays, 7:00-9:30 pm; Decatur cohort: Wednesdays, 5:30-8:00 pm

Unit Theme

Educator as Creator of Effective Educational Environments: Integrating Diverse Students, Subject, Strategies, Societies and Technologies.

Graduate Mission Statement

The Department of Early Childhood, Elementary and Middle Level Education seeks to advance scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth through age fourteen.

The Department is dedicated to the preparation of knowledgeable citizens of the 21<sup>st</sup> century and seeks to empower individuals to meet the challenges faced by professional educators in a rapidly changing society. Candidates for the Master of Science in Education Degree will be prepared to teach in diverse environments recognizing multiple pathways of learning.

The Department is committed to enhancing the graduate academic experience in order to create educators who can function effectively in a culturally diverse, technologically advanced, and global environment in order to engage learning at all levels.

Outcomes for all Graduate Students at EIU

1. possess a depth of content knowledge including effective technology skills and ethical behaviors;
2. engage in critical thinking and problem solving;
3. exhibit effective oral and written communication skills;
4. engage in advanced scholarship through research and/or creative activity;
5. demonstrate an ability to work with diverse clientele, recognizing individual differences; and
6. collaborate and create positive relations within the school, community and profession in which they work.

Course Description

This course provides an overview of the expectations of an advanced degree program and an opportunity to acquire the necessary skills and knowledge to complete the program successfully.

Purpose/Rationale of the Course

- This course introduces students to the expectations of an advanced degree program and will offer students the experiences and opportunities to acquire and enhance the necessary skills and knowledge so that students can advance in their own professional development. It will serve as an overview of trends and issues, terminology, methods, approaches, and techniques for research.
- This course covers introductory material as consumers of research in preparation for being creators of research. It also provides a vehicle to create a community of graduate learners. ELE 5250 Research in Education course builds on the introductory course. The thesis (ELE 5950) or applied/action research (ELE 5900) will be the culminating application of information and research experience at the master's level.
- This course will provide assistance and guidance to novice graduate students as they begin their academic work and will serve as a support base as they progress in the program.

Course Texts

American Psychological Association (2001). *Manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington,

DC: American Psychological Association.

Hendricks, C. (2006). *Improving schools through action research: A comprehensive guide for educators*. Boston: Pearson Education.

Supplemental Materials  
WebCT

Information Processing Model of Teaching

*Information-processing* models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them. (p. 25-28)

Joyce, B., Weil, M. & Calhoun, E. (2009). *Models of teaching* (8<sup>th</sup> ed.). Boston: Pearson.

Assessment of Student Learning

International Society for Technology in Education Standards (ISTE)

<http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETSfor students 2007.htm>

Standards for Teachers 2008

<http://www.iste.org/Content/Navigation Menu/NETS/ForTeachers/2008Standards/NETS for Teachers 2008.htm>

Outcomes Specific to the Course

- Explore and set the expectation of graduate study as both an opportunity to consume and to create research.
- Explore various types of academic research and guide students in beginning to think about options for their own research in the program.
- Identify at least three current outstanding researchers in elementary education and explain why their work is significant.
- Use an inquiry-based framework for identifying and critiquing quality research studies.
- Explore issues such as dispositions, ethics, social justice, and diversity as these pertain to the field of education and educational research.
- Examine information on pedagogy, assessment, and evaluation as well as current issues in education through a research lens.
- Write responses to research articles identifying main ideas, evaluating procedures used, and implications.
- Engage in a scholarly writing exercise and investigate options for publishing.
- Participate with colleagues in research-based group projects concerning current issues in education.

Course Core Requirements/Assessment Weight/Due Dates

<b>Course (Core) Requirement</b>	<b>Brief Description</b>	<b>Point Values</b>	<b>Due Dates</b>
Literature Review	Students will select 8 relevant research articles (based on their research question) that will be read, analyzed and topically summarized in a literature review format.	~25% 60 points	Class session 13
Action Research Proposal	Students will develop a working draft of an action research proposal following the 5-step format approved by the department.	~25% 60 points	Class session 14
Research Article Reviews	Students will find a total of 3 research articles (from peer-reviewed journals) to interpret, summarize and reflect upon. One research article will be a quantitative study, one will be a qualitative study and the third will be an action research study	~25% 20 points each for a total of 60 points	Class sessions 6, 8 and 10
IRB On-Line Training	Students will complete the IRB Human Subjects on-line training in preparation for their action research project.	Required	Class session 15

<b>Course (Core) Requirement</b>	<b>Brief Description</b>	<b>Point Values</b>	<b>Due Dates</b>
Educational Autobiography	Through reflection, students will analyze their personal backgrounds to gain insight into their professional practice.	~10% 20 points	Class session 15
Book Talk Report	Students will self-select an educational text, outline the main topics and present the information to the class	~10% 10 points	Varying dates
APA Exercises	Students will complete 6 practice APA exercises in class, each one worth 2 points	~5% 2 points each	Varying dates

**Total Possible Points = 222**

Course Core Requirements/Description/Graduate Standards

<b>Course (Core) Requirement</b>	<b>Demonstrated Competencies</b>	<b>Graduate Standard</b>	<b>CEPS Disposition</b>
Literature Review	Student will demonstrate the ability to topically organize research studies in a systematic and summative manner.	1a: a depth of content knowledge in the discipline 1b: effective use of technology as appropriate 2a: critical thinking and problem solving 3b: effective written communication skills 4a: an understanding of the role of research in the discipline	EC
Action Research Proposal	Student will demonstrate the ability to develop a draft research proposal by following the guidelines of the department protocol.	1a: a depth of content knowledge in the discipline 1c: the ability to apply content knowledge to practice 1d: an understanding and respect for professional ethics in the discipline 1e: a respect for the professional environment through their honesty, integrity and professionalism 2a: critical thinking and problem solving 2b: the ability to effectively evaluate situations and identify an appropriate course of action 3b: effective written communication skills 4a: an understanding of the role of research in the discipline	EC, PTSL, IWS

Course (Core) Requirement	Demonstrated Competencies	Graduate Standard	CEPS Disposition
Research Article Reviews	Student will demonstrate the ability to use on-line data bases to search for relevant research studies, and the ability to synthesize relevant information gleaned from them.	1a: a depth of content knowledge in the discipline 1c: the ability to apply content knowledge to practice 1b: effective use of technology as appropriate 2a: critical thinking and problem solving 3b: effective written communication skills 4a: an understanding of the role of research in the discipline	PEP, EC
IRB On-Line Training	Student will demonstrate their understanding of the ethics of doing research with human subjects.	1b: effective use of technology as appropriate 1d: an understanding and respect for professional ethics in the discipline 1e: a respect for the professional environment through their honesty, integrity and professionalism 2b: the ability to effectively evaluate situations and identify an appropriate course of action 4a: an understanding of the role of research in the discipline	PEP, SDE
Educational Autobiography	Student will demonstrate the ability to reflect on self and consider the implications for their own practice.	2a: critical thinking and problem solving 3a: effective oral communication skills 3b: effective written communication skills 3c: effective, fair and honest communication considering not only the message, but the audience	EC
Book Talk/Book Report	Students will demonstrate comprehension of a professional book and successfully communicate its main points orally.	1a: a depth of content knowledge in the discipline 1c: the ability to apply content knowledge to practice 2a: critical thinking and problem solving 3a: effective oral communication skills 3b: effective written communication skills 3c: effective, fair and honest communication considering not only the message, but the audience	PEP, EC

Course (Core) Requirement	Demonstrated Competencies	Graduate Standard	CEPS Disposition
APA exercises	Student will demonstrate a beginning competency for utilizing the APA style in their written work.	1c: the ability to apply content knowledge to practice 2a: critical thinking and problem solving 3b: effective written communication skills 3c: effective, fair and honest communication considering not only the message, but the audience	PEP; EC

Grading Scale

93% or above = A

85-92% = B

77-84% = C

69-76% = D

Below 69% = F

Weekly Topics

Class Session	Session Content	In-class Activities	Due
1: Aug 25; Aug 26	Introduction; Begin discussion about APA format	APA Exercise 1; discuss research article assignments	
2: Sept 1; Sept 2	Continue discussion about APA format	APA Exercise 2; discuss book talks; Journal entry 1 (before birth)	
3: Sept 8; Sept 9	Library Presentation on Searching for Research on-line (on-campus, meet in Ballinger Teacher Center)	Search for research articles	
4: Sept 15; Sept 16	Search for research on-line (on-campus meet in computer lab)	Journal entry 2 (birth - age 5)	
5: Sept 22; Sept 23	Research Methods in Education	Chapter 1; APA Exercise 3	
6: Sept 29; Sept 30	Generating Research Ideas Through Reflection	Chapter 2; in-class activity	Research Article 1
7: Oct 6; Oct 7	Connecting Theory and Action	Chapter 3; APA Exercise 4; Journal Entry 3 (grades K-5)	
8: Oct 13; Oct 14	More on how to write a Literature Review (on-campus, meet in computer lab)	Journal Entry 4 (grades 6-8)	Research Article 2
9: Oct 20; Oct 21	Initial Planning of the Action Research Study	Chapter 4; Journal Entry 5 (grades 9-12)	
10: Oct 27; Oct 28	Strategies for Collecting Data	Chapter 5	Research Article 3
11: Nov 3; Nov 4	Book Reviews 1, 2, 3, 4; work session (on-campus meet in computer lab)	APA Exercise 5	Book Reviews
12: Nov 10; Nov 11	Book Reviews 5, 6, 7, 8; work session (on-campus meet in computer lab)	APA Exercise 6; Journal entry 6 (undergraduate years)	Book Reviews
13: Nov 17; Nov 18	Book Reviews 9, 10, 11, 12; Final Planning Before Implementation	Chapter 6; Journal entry 7 (past school year)	Book Reviews; Literature Review
Nov 24; Nov 25	No class		

<b>Class Session</b>	<b>Session Content</b>	<b>In-class Activities</b>	<b>Due</b>
14: Dec 1; Dec 2	Strategies for Data Analysis; Sharing of Action Research Proposals; work session (on-campus meet in computer lab)	Chapter 7; Journal entry 8 (Journal of Journals)	Action Research Proposal
15: Dec 8; Dec 9	IRB training (on-campus meet in computer lab)		Educational Autobiography; IRB training (in class)
16: Dec 15; Dec 16	Conclusion; Writing and Disseminating the Action Research Report; Sharing of Educational Autobiographies	Chapter 8	

All information in this syllabus should be considered subject to change based upon professional discretion. If you need course adaptations or accommodations due to a disability, please make an appointment to see me or contact the Director of Disability Services at 217-581-6583.

## Bibliography

Unit Conceptual Framework – References  
ELE 5100: Introduction to Graduate Studies

\*denotes Unit Conceptual Framework References

- Allen, L. & Calhoun, E.F. (1998). School wide action research: Findings from six years of study. *Phi Delta Kappan*, 79(9), 706-710.
- \*Bogdan, R. & Biklen, S. (1998). *Qualitative research in education: An introduction to theory and methods* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon.
- Bullough, R., V., & Gitlin, A. D. (2001). *Becoming students: Linking knowledge production and practice of teaching* (2<sup>nd</sup> ed.) New York: Routledge.
- Buysse, V., Sparkman, K.L., & Wesley, P.W. (2003). Communities of practice: Connecting what we know with what we do. *Exceptional Children*, 69, 263-277.
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- Cole, A. L., & Knowles, J. G. (2000). *Researching teaching: Exploring teacher development through reflexive inquiry*. Boston: Allyn and Bacon.
- \*Cronbach, L. (1959). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16, 297-334.
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- Kemmis, S., & McTaggart, R. (2000). Participatory action research. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of qualitative research* (2<sup>nd</sup> ed., pp. 567-605). Thousand Oaks, CA: Sage.
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- Prendergast, M. (2006). *Seven stages in my first action research project*. Retrieved 9/27/2006. [http://educ.queensu.ca/projects/action\\_research/michael.htm](http://educ.queensu.ca/projects/action_research/michael.htm)
- Rossmann, G. B., & Rallis S. F. (2003). *Learning in the field: An introduction to Qualitative Research* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage.
- Zeni, J. (Ed.). (2001). *Ethical issues in practitioner research*. New York: Teachers College Press.