Credit hours: 3
Prerequisites: Admission to graduate school
Professor: Dr. Dale
Office: 2219 Buzzard
E-mail: cmdale@eiu.edu
Office Hours: T: 10:00 – 11:00; W: 8:30 – 10:30; TH: 10:00 – 11:00
Phone: 217-581-7889

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 21st 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 Eastern Illinois University:
Graduate students will:
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.

Information Processing Models:
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. (pp. 25-28)


International Society for Technology in Education (ISTE)
Standards for Students (2007)
Standards for Teachers (2008)

Course Description: (3-0-3) Provides experiences in defining problems and in using research techniques in writing, interpreting, and evaluating research in elementary education.

Purpose of the Course: This course covers introductory material as critical consumers of research in preparation for being creators of research. It will serve as an overview of trends and issues, terminology, methods, approaches, and techniques for research. The thesis (ELE 5950) or applied/action research (ELE 5900) will be the culminating application of research concepts learned within this course.
Course Outcomes:
- Explore various types of academic research as to their usefulness for best practice in the field.
- Use an inquiry-based framework for identifying, synthesizing and critiquing quality research studies including meta-analyses.
- Explore issues such as dispositions, ethics, social justice, and diversity as these pertain to educational research.
- Examine information on pedagogy, assessment, and evaluation as well as current issues in education through a research lens.
- Engage in scholarly writing.
- Articulate and define one’s own philosophical, sociological, and psychological perspectives in light of research.
- Interpret psychometric statistics including types of test scores, measures of central tendency, indices of variability, standard errors and correlations, etc.

Textbooks:


Supplemental Materials: WebCT

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<tr>
<th>Course (Core) Requirement</th>
<th>Demonstrated Competencies</th>
<th>Graduate Standards</th>
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</table>
| Individual/Group presentation on Research concepts | Students will demonstrate the ability to synthesize and present key research concepts to peers. | 1.a. a depth of content knowledge in the discipline  
1.b. effective use of technology as appropriate  
3.a. effective oral communication skills  
3.b. effective written communication skills  
3.c. effective, fair and honest communication considering not only the message, but the audience |
| APA Exercises                                    | Students will demonstrate the ability to use the APA style format in their writing.       | 1.d. an understanding and respect for professional ethics in the discipline  
1.e. a respect for the professional environment through their honesty, integrity and professionalism |
| Reflection on Research Connections to One’s Own Practice | Students will demonstrate the ability to reflect on the connections between research and their own practice. | 1.c. the ability to apply content knowledge to practice  
2.a. critical thinking and problem solving  
2.b. the ability to effectively evaluate situations and identify an appropriate course of action  
3.b. effective written communication skills  
4.a. an understanding of the role of research in the discipline |
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<th>Course (Core) Requirement</th>
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<th>Graduate Standards</th>
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</table>
| Public Data Review       | Students will demonstrate the ability to critically examine publicly available education-related data and write a summative report. Students will be required to use the most current APA manual. | 1.b. effective use of technology as appropriate  
1.d. an understanding and respect for professional ethics in the discipline  
1.e. a respect for the professional environment through their honesty, integrity and professionalism  
2.a. critical thinking and problem solving  
2.b. the ability to effectively evaluate situations and identify an appropriate course of action  
3.b. effective written communication skills  
3.c. effective, fair and honest communication considering not only the message, but the audience  
4.a. an understanding of the role of research in the discipline |
| Research Article Reviews | Student will demonstrate the ability to use on-line search engines to search for three research studies and synthesize relevant information. One research article will be a quantitative study, one will be a qualitative study and the third will be an action research study. Students will be required to use the most current APA manual. | 1.a. a depth of content knowledge in the discipline  
1.b. effective use of technology as appropriate  
1.c. the ability to apply content knowledge to practice  
2.a. critical thinking and problem solving  
3.b. effective written communication skills  
4.a. an understanding of the role of research in the discipline |
| Educational Autobiography | Student will demonstrate the ability to reflect on self and consider the implications for their own practice. | 2.a. critical thinking and problem solving  
3.a. effective oral communication skills  
3.b. effective written communication skills  
3.c. effective, fair and honest communication considering not only the message, but the audience |

Although graduate courses may have common assignments (e.g., critiques of journal articles, literature reviews, or research papers), the overall goal of the program in elementary education is to provide a “spiral curriculum”. The class assignments submitted by a graduate student must provide evidence of growth and advancement by building upon prior coursework, but not duplicating previous projects, experiences, or materials.

<table>
<thead>
<tr>
<th>Course (Core) Requirement</th>
<th>Brief Description</th>
<th>Point Values (Approximate Weight)</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual/Group presentation on Research Concepts</td>
<td>Student/s will be assigned a research concept that they will synthesize for class presentation.</td>
<td>___ pts. (10%)</td>
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<tr>
<td>APA Exercises</td>
<td>Students will be engaged in practice exercises to develop competency in APA style format.</td>
<td>___ pts. (10%)</td>
<td></td>
</tr>
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<tr>
<td>Public Data Review</td>
<td>Students critically examine publicly available education-related data and write a summative report. Students will be required to use the most current APA manual.</td>
<td>___ pts. (20%)</td>
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<tr>
<td>Reflection on Research Connections to One’s Own Practice</td>
<td>Students will write a reflective paper on how research will inform their practice (implications for practice).</td>
<td>___ pts. (10%)</td>
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<tr>
<td>Research Article Reviews</td>
<td>Students will find a total of three 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. Students will be required to use the most current APA manual.</td>
<td>___ pts. (30%)</td>
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<tr>
<td>Educational Autobiography</td>
<td>Through reflection, students will analyze their personal backgrounds to gain insight into their professional practice.</td>
<td>___ pts. (10%)</td>
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<tr>
<td>Optional Assignments</td>
<td>Varies by instructor</td>
<td>___ pts. (10%)</td>
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**Grading Scale:** 93% or above = A    85-92% = B    77-84% = C    69-76% = D    Below 69% = F

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. “Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.” Students are expected to develop original and authentic work for assignments submitted in this course. “Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data” or “submitting work previously presented in another course unless specifically permitted by the instructor” are considered violations of this standard.

**Course Outline**

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Session Content</th>
<th>Reading Assignment</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>1: Aug 25</td>
<td>What is research? Discuss book talk</td>
<td>Chapter 1</td>
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<td></td>
<td>Discuss group assignment Group assignment work time</td>
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<td>2: Sept 1</td>
<td>APA manual Group assignment work time</td>
<td>In-class APA exercise 1</td>
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<td>3: Sept 8</td>
<td>On-line research at EIU Group assignment work time</td>
<td>In-class APA exercise 2</td>
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<td></td>
<td>Discuss article review assignment Begin to look for 3 articles</td>
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<td>Discuss lit review assignment</td>
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<td>4: Sept 15</td>
<td>Use of Research in Education Work on article review assignment Work time for lit review</td>
<td>Group 1</td>
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<td></td>
<td>Book talk 1</td>
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<tr>
<td></td>
<td>In-class APA exercise 3</td>
<td></td>
<td></td>
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<tr>
<td>Class Session</td>
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</table>
| 5: Sept 22    | Introductions of research reports  
               Work on article review assignment  
               Work time for lit review | Chapter 2  
               Book talk 2 | |
| 6: Sept 29    | Introductions of research reports, part 2 | Chapter 2  
               Article review 1  
               Book talk 3 | |
| 7: Oct 6      | Literature Review  
               Work time for lit review  
               Discuss IRB | | Group 2  
               In-class APA exercise 4 |
| 8: Oct 13     | Midterm  
               Evaluating the participant sample | Chapter 3  
               Literature Review | |
| 9: Oct 20     | Ethics in Research  
               Evaluating the procedures and instrumentation | Chapter 4  
               Group 3  
               Book talk 4 | |
| 10: Oct 27    | Evaluating the results section | Chapter 5  
               Book talk 5 | |
| 11: Nov 3     | Evaluating the results section, part 2 | Chapter 5  
               Book talk 6 | |
| 12: Nov 10    | Action Research  
               Work on IRB | Action Research Handbook  
               Group 4  
               In-class APA exercise 5  
               Article review 2 | |
| 13: Nov 17    | Public Data Reports  
               Demographic information | | Group 5  
               Book talk 8  
               Book talk 9 |
| Nov 24        | NO CLASS | | |
| 14: Dec 1     | Evaluating the discussion section | Chapter 6  
               Article review 3  
               Book talk 10  
               Book talk 11 | |
| 15: Dec 7     | Reflection on research | Chapter 7  
               IRB paperwork  
               In-class APA exercise 6  
               Book talk 12 | |
| 16: Dec 14    | Final exam | | Public data report  
               Presentation on public data report |

**Bibliography**

*Denotes Unit Conceptual Framework References*


http://educ.queensu.ca/projects/action_research/michael.htm


**Recommended Peer-Reviewed Journals:**

_A Review of Research in Education - AERA_ (American Educational Research Association)

_American Educational Research Journal - AERA_

_Eastern Educational Journal - Eastern Illinois University. Charleston, IL._

_Educational Researchers - AERA_

_Educational Action Research - CARN (Collaborative Action Research Network)_

_Review of Educational Research - AERA_
Recently, early childhood education has received intense interest from public policy-makers, parents, and employers. New research emphasizes the importance of early learning and child development during the crucial year of infancy to 3rd grade. By giving our children a nurturing environment for learning during the early years while their brains are developing most rapidly, we make it possible for them to grow stronger and healthier and achieve at higher levels throughout their lives.

Before assuming this role, she taught courses in Walden’s MS in Education program and in the School of Education at the University of Montana-Missoula. Dr. Cheney began her career as a writer in educational publishing and has taught preschool as well as primary grades.