Elementary and Early Childhood Education  
M.Ed. Program  
Phase I Syllabus  
Fall Semester 2006

I.  *ECE 7511 Inquiry: Educational Research and Multiple Assessment Strategies (3 hrs)

Kennesaw State University  
Bagwell College of Education  
Department of Elementary and Early Childhood Education  
Summer, 2005

II.  INSTRUCTOR: Dr. Anita S. VanBrackle  
e-mail: avanbrac@kennesaw.edu  
office phone: 770-423-6119

III. CLASS MEETINGS:  4:00 – 8:30 pm  
TBA

III: TEXTS
Optional:

Those students who own laptop computers are welcome to bring those to class, too.

IV.  CATALOG COURSE DESCRIPTIONS:
First Phase
ECE 7511 Inquiry: Educational Research and Multiple Assessment Strategies
Through the exploration of quantitative and qualitative educational research, and the interpretation of formal and authentic assessment measures, candidates will develop strategies to make informed decisions for intervention, as well as appropriate assessment for diverse student populations.  
Actions research will be a major focus in preparing candidates for planning and writing their prospectus of applied research that will be carried throughout the M. Ed., program.

V.  PURPOSE/RATIONALE:
First Phase:
Module I - Prerequisite: Admission to M.Ed. in Early Childhood – Accomplished Classroom Instructional Leader.
Candidates will examine and explore educational research, assessment, curricula, and technological influences on student achievement in the situational context of their individual school sites and school improvement plans.

- This syllabus is the foundation for developing and completing your action research project.  It is strongly recommended that you develop a 3-ring notebook called “Action Research” in which you keep this and all other action research handouts.
- “The Collaborative Development of Expertise in Teaching and Learning”
Module II
Based on integrated inquiry learning in Module I, candidates will continue inquiry of technological strategies and skills and develop a prospectus using their situational context to guide further study, action research, and portfolio development.

CONCEPTUAL FRAMEWORK SUMMARY
Collaborative Development of Expertise in Teaching and Learning

“The Collaborative Development of Expertise in Teaching and Learning” is the basis for all of Kennesaw State University’s teacher education programs. Working from a solid content background, the teacher as facilitator demonstrates proficient and flexible use of different ways of teaching to actively engage students in learning. Teachers as facilitators are well versed in the characteristics of students of different ages, abilities and cultural backgrounds. They are skilled in integrating technology into instruction and create an environment in which students can be successful and want to learn. Teachers as facilitators know when and how to assess learning by means of various forms of traditional and authentic assessments. They are well prepared for successful careers in teaching and are expected to act in a professional manner in all circumstances with colleagues, parents, community members and their own students. As a professional educator, the teacher facilitator values collaboration and seeks opportunities to work with other professionals and community members to improve the educational experiences for children and youth. This course contributes to the candidates’ understanding of their developing role as a professional facilitator by supporting their educational growth as they learn to effectively teach students.

USE OF TECHNOLOGY: Students in Module I are expected to examine uses of instructional technology, including calculators, projected visual technology, audio and video technology, computer technology, and Internet resources in the teaching and learning of science. They are expected to incorporate technology into their lessons when appropriate – development of lesson, implementation of lesson, assessment of lesson, analysis of teaching, etc.

Field Experience
While participating in all field experiences, you are encouraged to be involved in a variety of school-based activities directed at the improvement of teaching and learning. Activities may include, but are not limited to, attending and presenting at professional conferences, participating in leadership activities, attending PTA/school board meetings, and participating in education-related community events. As you continue your field experiences, you are encouraged to explore every opportunity to learn by doing.

Diversity
A variety of materials and instructional strategies will be employed to meet the needs of the different learning styles of diverse learners in class. Candidates will gain knowledge as well as an understanding of differentiated strategies and curricula for providing effective instruction and assessment within multicultural classrooms. One element of course work is raising candidate awareness of critical multicultural issues. A second element is to cause candidates to explore how multiple attributes of multicultural populations influence decisions in employing specific methods and materials for every student. Among these attributes are ethnicity, race, socioeconomic status, gender, giftedness, disability, language, religion, family structure, sexual orientation, and geographic region. An emphasis on cognitive style differences provides a background for the consideration of cultural context. Kennesaw State University provides program accessibility and accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to support students with disabilities within their academic

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program. In order to make arrangements for special services, students must visit the Office of Disabled Student Support Services (770-423-6443) and develop an individual assistance plan. In some cases, certification of disability is required.

Please be aware that there are other support/mentor groups on the campus of Kennesaw State University that address each of the multicultural variables outlined above. For more information contact the Student Life Center at 770-423-6280.

VII. GOALS AND OBJECTIVES: The Professional Teacher Education Unit prepares learning facilitators who understand their disciplines and principles of pedagogy, who reflect on their practice, and who apply these understandings to making instructional decisions that foster the success of all learners. As a result of the satisfactory fulfillment of the requirements of these courses, the candidate will demonstrate the following outcomes:

ECE 7511 Inquiry: Educational Research and Multiple Assessment Strategies
(3 semester hours)

Through the exploration and interpretation of formal and authentic assessment measures, candidates will develop strategies to make informed decisions for intervention, as well as appropriate assessment for diverse student populations. Action research will be a major focus in preparing candidates for planning and writing their prospectus in Module II of the M.Ed. program.

1. Identify characteristics of valid research, including action research, and evaluate research samples for their adherence to these characteristics (CPI 1.1, 1.2).
2. Explain the difference between quantitative and qualitative methodologies (CPI 1.1, 1.4)
3. Examine basic statistical analyses including measures of central tendency, variability, relationships, and group comparisons to read research, develop research and interpret research data (CPI 1.2, 1.3).
4. Conduct a research review and critique on a topic of his/her choice (CPI 1.1, 1.2)
5. Describe the nature of professionalism in terms of continued professional growth and development, contribution of the profession, and responsibility for leadership (CPI 3.1, 3.2, 3.3)
6. Demonstrate principles of writing grant proposals (CPI 3.2, 3.3, 3.4)
7. Discuss legal issues inherent in contemporary systems of education (CPI 1.2, 3.2, 3.3)
8. Utilize technology to enhance learning (CPI 2.4, 2.6, 3.1)
9. Discuss and debate the nature of educational reform efforts and the roles individual teachers can play in reform movements (CPI 3.2, 3.4)

VIII. COURSE REQUIREMENTS AND ASSIGNMENTS:

Individual Assignments
- Literature Review 100 points
- Philosophy and commitment Statement 100 points
- APA test 100 points

Group Assignments
- Group Literature Review S or U
- In-class contributions—large group and small group S or U

Three points will be subtracted from the final average for each “U” received.

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IX. EVALUATION AND GRADING:

A: 92% - 100%
B: 84% - 91%
C: 75% - 83%
F: 75% or lower

Note: All written work should reflect careful organization of material and the high standards of investigation associated with college-level studies. Papers should be typewritten, on 8 1/2 x 11 in. paper. Action research work submitted should follow APA format. Manuscripts must be proof read to ensure accuracy in spelling, punctuation, and grammar. Written work should be attractive and neat -- ESPECIALLY WITH MATERIALS INTENDED FOR STUDENT USE.

X. ACADEMIC HONESTY STATEMENT:
The KSU Graduate Catalog states “KSU expects that graduate students will pursue their academic programs in an ethical, professional manner. Any work that students present in fulfillment of program or course requirements should reflect their own efforts, achieved without giving or receiving any unauthorized assistance. Any student who is found to have violated these expectations will be subject to disciplinary action.”

XI. CLASS ATTENDANCE POLICY:
Attendance is required for all class sessions, and candidates are expected to be on time. However, it is recognized that emergencies do occur. Candidates are expected to discuss any emergencies/absences with the instructors. We will be learning how to use electronic equipment, evaluating our own learning, and providing feedback to each other. Class discussions, group work, and peer evaluation activities require that everyone be present.

XII. COURSE OUTLINE
(Tentative and Subject to Change)
The goal of these courses is for candidates to construct their own conceptualizations of best instructional, curricular, and assessment practice. To this end, the courses are arranged from an inductive point of view and contain regular hands-on inquiry activities based on candidates’ own experiences in their classrooms to aid in their construction of the conceptualizations.

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<thead>
<tr>
<th>Class # and Date</th>
<th>Classwork</th>
<th>Assignments to be ready for class and work die</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>Overview of syllabus; assignments and understanding research articles. Large and Small Group work; discussion of articles; use of abstract when researching articles;; Examine abstract in each article/cross reference information in article with abstract. Review parts of writing a literature review;</td>
<td>Bring required texts to class Find a research article; write an abstract and references for the article</td>
</tr>
<tr>
<td>Class 2</td>
<td>Mills; Chapter 1; Understanding Action Research</td>
<td>Large and small group discussions</td>
</tr>
<tr>
<td>Class 3</td>
<td>Mills, Chapter 2 Deciding on an Area of Focus</td>
<td>Group work on developing a literature review and references;</td>
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</tbody>
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Web sites with brief notes