Intro to Action Research in Special Education Section 01

EDSE 285

Fall 2024   3 Unit(s)   08/21/2024 to 12/09/2024   Modified 08/12/2024

👤 Contact Information

Instructor:	Sudha Krishnan
Office Location:	SH 217
Telephone:	(408) 924-3681
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Office Hours:	Mondays 3:00-5:00 or by appointment/via zoom
Class Days/Time:	In-Person, SH 230, Wednesdays 4:00-7:45pm on these days: 8/28, 9/11, 10/9, 10/23, 11/6, 11/20, 12/4, 12/18 Asynchronous classes (online) on these days: 8/21, 9/4, 9/18, 10/2, 10/16, 10/30, 11/13, 11/27,12/11
Classroom:	SH 230
Course Units:	3
Prerequisites:	Admission into the MA program

🕐 Course Information

This course will adopt a hybrid format, with instruction delivered in traditional lecture format and asynchronous sessions. Students will need access to a computer or tablet device with reliable internet connectivity. If you do nothave such a device, there are resources on campus that you can use. Be sure to plan to use these resourcesfrequently to keep up with the pace of the course.

Computer labs for student use are available in the Academic Success Center (http://www.sjsu.edu/at/asc) locatedon the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union.Computers are also available in the Martin Luther King Library.

🖥 Course Description and Requisites

Review of existing scholarship in special education and appropriate design of an action research project.

Prerequisite(s): Department consent.

Note(s): This course satisfies graduate-level GWAR in this master's program.

Letter Graded

✳ Classroom Protocols

Class Expectations

Make efforts to…

1. "Ask 3 before me" by (1) consulting your syllabus, (2) consulting your CANVAS announcements and emails, or (3) consulting a class peer BEFORE asking the professor.
2. Turn in assignments on time. I use a 48-hour rule. If you require an extension for an assignment, I need a written request 48 hours before it is due. Only exceptions include emergencies (e.g., illnesses, accidents, family emergencies).
3. Respect your professor and your peers! Differences of opinions and/or perspectives are going to be a part of our time together.
4. Practice self-care. There will be moments of seriousness, laughter, and discomfort that occur during our class. Be mindful of when you may need to step away, take a breath, and then return. Also note that we will be using a *brave* space rather than *safe* space approach.
5. We operate on a space of TRUST. I trust that you will take breaks when you need them or let me know that the class needs a break. I trust that you will keep yourselves fed or that we can set up communal snacks. I trust that you respect the classroom space and will keep it clean.

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with "@sjsu.edu") to learn of any updates. For Canvas support, please review the [Canvas Student Resources](http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html)(http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html).

Technology Requirements

All written work must be turned in using Microsoft Office Word (or Excel, for the Research Matrix). The Microsoft Office Suite if available *for free* from the university. If you do not have Microsoft Office on your computer,please refer to [Information Technology Services](http://its.sjsu.edu/services/software/microsoft-) (http://its.sjsu.edu/services/software/microsoft-students/index.html) for information on how to download the software on your device.

We will not edit documents turned in using Google Docs, Pages, or in PDF format beyond the initial draft.Assignments in any other format than MS Word will be returned to the student. The late policy will apply to assignments that are turned in using the incorrect format.

⋮☰ Program Information

LCOE Department of Special Education Mission
We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes
- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs (pps 13 – 42) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

◎ Course Goals

Course Goals

This course is designed as a supervised study in the field of special education. At the core of the course is a commitment to professional excellence and fostering inclusive, culturally sustaining, democratic principles of education for students with disabilities. Graduate students in this master's program, as professional educators, must be able to make informed and effective decisions, promote asset framed practices and respect and value difference across the intersections of disability, race, culture, language, gender, sexuality, and class. We expect that graduate students will be well prepared in understanding conceptual and theoretical frameworks that underly special education and disability as well as effective practices that meet the individual needs of all learners. Graduate students will develop leadership skills and act as change agents in schools for students with disabilities, families and other educational stakeholders.

As the first of three courses in the Master's in Special Education program, this course will provide graduate students with an overview of (a) action research in special education, (b) current research and theory in the field of special education, and (c) the knowledge and skills to effectively set up an action research project with appropriate attention to the existing scholarship in the field of special education.

Program Learning Outcomes (PLO):

PLO 5: Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field (TPE 3)

▫ Course Learning Outcomes (CLOs)

To support students' development of the skills required to demonstrate mastery in the PLOs above, this course willtarget the following CLOs. By the end of the semester, students will be able to:

1. Demonstrate knowledge of how to search for and review literature related to questions ofteaching practices for students with disabilities
2. Interpret, apply, and disseminate current and emerging research, theory, legislation, policy, and practice for students with disabilities

3. Discuss the organization and processes of instruction in programs serving individuals with disabilities
4. Review, critically analyze and synthesize research as a part of reflecting on one's practice andcommitment to equity and social justice in the classroom.
5. Develop and apply academic writing style to compose an action research project.
6. Apply APA 7th Edition standards when writing literature reviews, professional critiques and Use APA 7th Edition formatting including double spaced, Times New Roman 12 pt, one-inch margins.

📘 Course Materials

1. American Psychological Association.
   (2020). Publication manual of the American Psychological Association (7th ed.). Washington, D.C.: Author. ISBN: 978-1-4338-3217-8 (Spiral with tabs).

Order Info: www.apa.org/pubs/books @$45

(if you have 6th Edition we recommend reviewing the handouts on 7th Edition here https://apastyle.apa.org/instructional-aids/publication-manual-formatting-checklist.pdf)

2. Bruce, S. M. & Pine, G. J (2010). *Action Research in Special Education* Teachers College Press.

Other Readings (on Canvas)

Armstrong, F., & Tsokova, D. (2019). Action Research for Inclusive Education.

Forester, C., & Eperjesi, R. (2021). Action Research for Student Teachers.

https://edge.sagepub.com/mertler6e

https://www.perkinselearning.org/videos/webcast/action-research-special-education

Library Liaison

Mantra Roy, Ph.D, MLIS

Collection Strategy Librarian

Phone: 408-808-2039

Office: 4049 (4th Floor)

Mantra.roy@sjsu.edu

As you seek out literature on your topic, you may wish to speak with our library liaison, who can help you narrow your topic and identify keywords that will significantly reduce the amount of time you spend searching throughdatabases.

Course Requirements and Assignments

APA 7th Edition formatting must be used for all report components, including Times New Roman Font, 12-point, double spaced, one-inch margins.

Assignment Name	Description	Point Total
Annotated Bibliography-Empirical Research	You will select a total of 5 research articles around a topic of your interest related to disability and special education. These 5 articles should be **empirical**, can utilize any methods, but should be current **2014-2024.**You will provide a citation using APA 7th Edition for the articles, followed by a brief one-paragraph description of the article focus, research question(s), method(s), and important findings/implications. A second paragraph will include your own reflections of the articles and how they relate to your own project. *Used to incorporate into the Literature Review Section*	10 points

Annotated Bibliography-Conceptual Framework	As you learn more about theories and frameworks that inform special education and disability, you will select 1-2 articles to generate an annotated bibliography with a specific focus on theory. These articles do not have to be empirical and may be older than your empirical research articles. You will provide a citation using APA 7th edition for each article and focus your brief paragraph on how the author(s) used the theory/framework(s) to inform their study. The second paragraph will include your own reflections of how to incorporate this framework into your own project. *Used to incorporate into Conceptual Framework Section*	10 points
Annotated Bibliography-Action Research	As you learn more about action research, you will select a total of 2 articles that utilize action research as a methodology (ideally in a topic similar to yours, but at least related) and generate an annotated bibliography for these articles. You will provide an APA 7th edition citation and a brief paragraph describing how the author(s) conducted their action research study (aka the methods section). A second paragraph will include your own reflections of how to incorporate similar methods for your own action research project. *Used to incorporate into Methodology Section*	10 points
Introduction	You will generate a 2–3-page paper that describes your teaching experiences that relate to your inquiry project, your problem of practice statement and initial question (see full guidelines below).	10 points

Conceptual Framework	You will include a 1–2-page paper on the framework you have chosen, highlighting the articles you described in the annotated bibliography for this section and then how this framework informs your method/action-inquiry approach.	10 points
Literature Review	Using the empirical annotated bibliography that you generated for class, you will develop a 5–10-page (max) literature review. The review will include 2-3 key areas or themes that you take away from the empirical studies and provide a summary of these articles followed by a link to how they inform your project (see full guidelines below).	10 points
Methods	You will generate a 2–4-page paper that describes your research context and inquiry design (Parts 1 & 2). This will also include a 1-page plan for data collection and analysis (Parts 3 & 4) that you will complete the written part for in your second course.	10 points
Final Paper	You will combine all of the written paper documents into one final project document for this course. Each section will be submitted separately for a grade and the final grade will be the total of these sections. It is your responsibility to incorporate feedback on subsections that you receive from your instructor so that the final action research paper has the most up-to-date changes.	Sum of all the points above
Classroom Participation Points	Includes group presentations, group activity, peer editing, and quick writes	30
TOTAL CLASS POINTS		100 Points

✔ Grading Information

Grade Breakdown

Letter Grade	Total Points
A+	98-100 points
A	94-97 points
A-	90-93 points
B+	87-89 points
B*	84-86 points

*DEPARTMENT GRADING POLICY

All MA students must receive GPA 3.0 with grades of B or better in each MA class to be able to continue thecoursework. An "Incomplete" is given only when 80% or more of work has been completed.

🏛 University Policies

Per [University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf)](http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

EDSE 285 Spring 2023 Course Schedule

Course Schedule is subject to changes

Course Session/Date	Content	Assigned Readings	Assignments Due	CLOs

August 21	Introductions · Syllabus Overview · Introduction to Action Research Chapter 2 (Bruce & Pine) · Bruce video (Perkins)	Chapter 2, Bruce & Pine		3
August 28 In-Person	Choosing Topics and Groups · How to pick a topic of inquiry · Topic Ideas · Finding information from research articles	Chapter 5,6,7,8, Bruce & Pine		3
September 4 Asynchronous	Article Search: Find at least 5 articles related to your topic			1, 3
September 11 In-Person	Annotated Bibliography: How to write an annotated bibliography Writing annotated bibliographies-group work	Template on Canvas	Group activity Classroom Annotated Bibliography due	5,6
September 18 Asynchronous	Work on Annotated Bibliography			1,4,5,6

September 25 In-Person	Student paper set-up APA format APA citations Writing the Introduction (positionality statement, problem of practice, research questions)		Annotated Bibliographies for 5 Empirical Research Articles Due	
October 2 Asynchronous	Writing the Literature Review Examples of Literature Reviews		Draft Introduction Due	1, 4, 5, 6
October 9 In-Person	Annotated Bibliography for Conceptual Framework What is Conceptual Framework? Describing Conceptual framework-examples			4, 5, 6
October 16 Asynchronous	Work on Literature Review Individual Check-ins		Draft Literature Review	1, 2, 5, 6
October 23 In-Person	Annotated Bibliographies for Action Research Describing the action research methods		Annotated Bibliography for Conceptual Framework due	2, 4,5,6

October 30 Asynchronous	Work on Conceptual Framework Individual Check-ins		Draft Conceptual Framework due	
November 6 In-Person	Writing the Methods Section		Annotated Bibliographies (2) for Action Research	
November 13 Asynchronous	Work on Writing Methods Section			4, 5, 6
November 20 In-person	Workshop if you need help		Draft Methods due	
December 4	Final Presentations		Final paper due	1,2,3,4,5,6