

Advanced Research Projects in Special Education Section 01

EDSE 220

Spring 2025 Hybrid 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/22/2025

Contact Information

Instructors:	Sudha Krishnan
Office Hours:	By Appointment or Thursday from 2:00-4:00
Office Location:	Sweeney Hall 217
Class Days/Time:	Thursday, 4:00-6:45, Sweeney Hall 230

Course Information

Course Format

This course follows a Hybrid format with some class sessions face to face and some online which will include sessions designated for independent research and writing or individual sessions with professor face to face. This course has an extensive writing component, the bulk of which must be completed outside of class time. Students should have access to a computer and the Internet in order to submit assignments to the CANVAS learning management system.

Course Description

Applied research or projects in the field of Special Education.

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website at <http://sjsu.instructure.com>. All students are responsible for regularly checking their SJSU email for course updates from the instructor.

Technology Requirements

All written work must be turned in using Microsoft Office Word (or Excel, for the Research Matrix). The Microsoft Office Suite is 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-students/index.html>) for information on how to download the software on your device.

Hybrid

Thursday, 4:00 AM to 6:45 AM

Classroom Dates

Asynchronous Days: 1/23, 2/6, 2/20, 3/6, 3/20, 4/3, 4/17, 5/1, 5/15

In-Person Days: 4:00-6:45) 1/30, 2/13, 2/27, 3/13, 3/27, 4/10, 4/24, **5/9 (Friday/ Celebration of Learning)**

Course Description and Requisites

Advanced application of special education action research projects conducted in diverse educational settings.

Prerequisite(s): Department consent.

Letter Graded

Classroom Protocols

Professional demeanor and disposition for a graduate student are expected in this class. Participants are expected to arrive to class on time and to stay until class is ended. Participants are expected to respect speakers and peers at all times. Students in the class receive a final disposition score in addition to a letter grade.

Special education is a field with complex philosophical understandings and paradigmatic leanings. As such, there may be times of disagreement about what is best for students with dis/abilities in this class. While it is appropriate to disagree, it is expected that students do so in a respectful way during course discussions and activities.

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

Program Learning Outcome (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 (*TPE 3; SK2; IKS 4.1, 4.2; AK5*)

Course Goals

A4 Ethical Professionals – Qualities of ethical professionals A5 Change Agent – Qualities of change agents

C1 Scientific Inquiry – Engagement in scientific inquiry

C2 Critical Skills - Critical skills as consumers & investigators of research

Course Learning Outcomes (CLOs)

1. Apply APA 7th Edition standards when completing research project, including double spacing, Times New Roman font 12, one-inch margins, etc.

2. Review, critically analyze and synthesize research as a part of reflecting on one's teaching practice and commitment to equity and social justice in the classroom.
3. Complete all contents of the research project successfully using MA project outline and scheduled due dates.

Course Learning Outcomes (CLOs)

Program Learning Outcomes

Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the *(TPE 3; SK2; IKS 4.1, 4.2; AK5)*

Course Goals

A4 Ethical Professionals – Qualities of ethical professionals A5 Change Agent – Qualities of change agents

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Course Learning Outcomes (CLOs)

1. Apply APA 7th Edition standards when completing research project, including double spacing, Times New Roman font 12, one-inch margins, etc.
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Complete all contents of the research project successfully using MA project outline and scheduled due dates.

Course Materials

Required Texts/Readings

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

Sagor, R. D., & Williams, C. (2016). *The action research guidebook: A process for pursuing equity and excellence in education*. Corwin Press.

Other Readings

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

Mertler, C.A. (2009). *Action research: Teachers as a researcher in the classroom*. Sage.

<https://edge.sagepub.com/mertler6e>

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

Course Requirements and Assignments

Course Requirements

See Appendix A- MA Project Outline

1. Revised Methods Section
2. Title Page – Title of MA project, Name, Department Name, Date
3. Abstract – No more than 200 words, summarizes the purpose of the project, inquiry question(s), method, main or important findings, and implication for teacher practice.
4. Table of Contents – List all main sections of the paper on the left side with its correct pagination on right side of page.
5. References and Appendices – Include only cited references, entries must be 100% correct using 7th version APA.
6. EDSE 285 - Revised content with appropriate in-text APA citations, page numbers and headings, etc.
7. EDSE 220 - Finalized 220 method, data analysis, teacher practice implications, and future research with appropriate APA citations, tables, figures labeled correctly and page numbers.
8. Final Presentation - Final oral presentation will include a culminating presentation of all of the major elements of the action research project: introduction, action inquiry question, key relevant literature, methodology, sample of main results, implications for teacher practice, and key references.

Appendix A : Action Research MA Project Outline

General APA Format 7th version

1. **Title Page** – Title of MA project, Name, Department Name, Date – **220 class**
2. **Abstract (no more than 200 words)** – **220 class**

Written after you have completed your study, it summarizes the purpose of the study, initial question(s), methodology (data you collected and how you analyzed the data), findings, and implications for teachers.

3. Table of Contents – 220 class

List all the main sections of the paper (headings) on left side with its correct pagination on right side of page

4. Introduction (about 2-3 pages) - 285 class

Part 1: Positionality/Personal Experience. What educational experiences have you had

as a student and/or teacher that inform your inquiry? What experiences have you had with people with disabilities that inform your teaching experiences?

Part 2: Problem of Practice Statement. What is the problem in your practice that you wish to investigate? What is the evidence of this problem? For example, what student learning outcomes point to this problem? Why is this problem important to other educators and/or society?

Part 3: Initial Question. End your introduction with a clear description of your initial research question. For example, what happens/can I notice about X (S outcome) when Y (T intervention). Your question should be clearly connected to the background information you've shared and may be related to state, national, and global issues. Keep in mind that action inquiry is not suited to investigate questions of cause and effect. You have a choice between conducting a descriptive action study in which the action inquiry seeks to better understand and perhaps act upon a problem/phenomenon (where words like effect, cause, intervention, hypothesis would not be appropriate) OR a hypothesis testing action project where you would be looking at the effect of an intervention (words like effect, intervention, hypothesis would be appropriate here).

5. Conceptual Framework (about 1-2 pages)- 285 class

Part 1: Theory of Action. Briefly state what you plan to do and what your expected outcomes are. E.g., "I will try X in (defined educational context) to address problem Y" or "If I do X (intervention) in my educational context, participants will Y (outcome) as evidenced by Z (outcome data)."

Part 2: Theoretical Grounding. Describe the theoretical and research-based literature that supports your theory of action. E.g.: "I believe action X will address problem Y because ____ (evidence from the literature)."

6. Literature Review (about 5-10 pages)-285 class

Part 1: What have others learned about your topic? This should flow directly from the question and theoretical framework presented in the previous sections. In the literature review, discuss what researchers and practitioners have learned from their studies of a similar or related question/topic. Select literature from a variety of topics that are related to your initial question/topic. Use headings and, if necessary, subheadings, to clearly label the component parts/themes of your literature review. Among the articles that you cite, include at least one scholarly literature review (e.g., from Review of Educational Research). Such a source can be an excellent starting point and provide you with many other related references.

Part 2: What still needs to be learned about your topic? What seem to be the gaps in the field's understanding of your topic? How, if at all, might what you learn through your inquiry contribute to others' understanding of this problem? (Note: Your inquiry is primarily to advance your own understanding.)

Part 3: Conclusion. How does what others have learned about your topic inform how you plan to investigate it? Connect this back to your initial question.

7. Methodology (about 3-5 pages)- (you'll complete Part 1 & 2 in 285 class and Parts 3 & 4 in 220 class)

Part 1: Context--Where, Who, and How Do I Fit In? Describe the setting (classroom, school, etc.) of your inquiry, the key participants (students and/or others), and your positionality within that context. Include how your paper includes an asset-framed approach, as discussed in class.

Part 2: Inquiry Design. Briefly describe the design of your inquiry, e.g., as an action-oriented cycle of inquiry. Include a justification for this form of inquiry as compared to others. In this design sub-section, consider the following: What is my inquiry question? What are the data that I need to answer that question? What inquiry methods will get me those data? Why are these methods appropriate for your inquiry. Somewhere in your inquiry design, explain how your sampling method aligns with your inquiry context.

Part 3: Data Collection. Describe the data you collected (e.g., interviews, student work, questionnaires, observations, reflective inquiry journal, interval data, etc.) and how often you collected these data (e.g., how frequently did you observe students, how often did you interview participants, when did you administer questionnaires?). These need to be directly related to your initial question.

Part 4: Data Analysis. How did you analyze your data? Carefully explain how you analyzed your data (e.g., the coding categories you arrived at and the process that you used to arrive at this system). Provide examples to illustrate coding categories. Describe your analysis process in enough detail such that another teacher inquirer, if given your data, would be able to analyze it as you did.

8. Findings (about 3-5 pages) – 220 class

Part 1: Findings. (a) What did you learn from your analyzed data? Make sure to illustrate your points (e.g., with carefully selected quotes from participants or selections of writing). Include charts, tables, graphs, and samples of student work, etc., to help you make your point clearly and evocatively. (b) Discussion. Relate your findings back to your initial question and the existing literature. Unanticipated findings belong here, too.

Part 2: Limitations of your study (about 1-2 paragraphs). If you were to do the study again under the same conditions, what would you do differently (e.g., in terms of participants, data sources, intervention(s), etc.) and why? How else might one explain what you found? What factors related to this study may limit its usefulness (e.g., events, population)?

9. Conclusions and Implications (about 2-4 pages) 220 class

Part 1: Conclusions and Implications. Now that you have completed your study, so what? What do your findings mean for you, for other educators, for your school, for the education community in general?

Part 2: Future Research. What research needs to be done to learn more about your topic? What new questions did your project raise? What future action (e.g., as a first-year teacher), will you take related to your inquiry (or others) and the process of engaging in cyclical inquiry? How does this study inform future

work that can be conducted as it relates to special education teachers, students with disabilities or other educational stakeholders?

10. References (In APA 7th Edition) – 220 class

- The reference list is intended to help readers locate readings that you cite.
- Only cited works are placed in the reference list.
- Entries must be absolutely accurate and complete (e.g., spelling of names and titles, publication date, journal volume and issue, page numbers).
- Make sure to double and triple check your list for accuracy and completeness

✓ Grading Information

Determination of Grades

Assignments	Points	Percentage
Revised Method Section	20	10%
Title Page	10	5 %
Abstract	20	10 %
Table of Contents	10	5 %
References and Appendices	10	5 %
EDSE 285 Final Revision	30	15 %
EDSE 220 Final Written AR Project	80	30%
Final Presentation	20	20 %
TOTAL POINTS	200	100 %

In order to keep up with the pace of the class, turning in late assignments is strongly discouraged. If you have a medical or significant emergency (e.g., illness, house flooding, etc.), please let me know as soon as possible, and if it's a medical issue I will need a doctor's note. If need be, we will figure out a doable timeline to get all your work successfully completed this semester.

Grade	Percent
97-100	A
94-96	A-
91-93	B+
88-90	B
85-87	B-
82-84	C+

Department Grading Policy

All MA students must receive a GPA of 3.0 with a grade of B or better in each MA class to be able to pass the final MA course EDSE 220. An "Incomplete" is only given when 80% or more of the work has been completed on time.

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

Week	Topics	Assignments and Readings
January 23 Asynchronous	Work on the final paper edits from EDSE 285 last semester	
January 30 In-Person	Introduction to Syllabus Review Methods Section Lecture – Title Page, Table of Contents, References APA review	Due: Detailed Methods Section
February 6 Asynchronous	Individual Meetings/Check in	Implement your action research
February 13 In-Person	Qualitative/Quantitative Methods, Data collection and Analysis APA review	Due: Final Title Page Due: References & Appendices Read: Sagor & Williams, Chapter 7
February 20 Asynchronous	Individual Meetings – Discuss method, data collection and analysis	

February 27 In-Person	Write up of Results section, Limitations, Tables and Figures APA review	Due: Final 285 paper Read: Sagor & Williams, Chapter 8 Read: APA pgs. 200-207; 232;243
March 6 Asynchronous	Individual Meetings-discuss possible results/iterations/limitations	Implement your action research
March 13 In-Person	Lecture – Conclusions, Implications, Future Research APA review	Due: Draft version of Results, Limitations, any tables or figures Read: Sagor & Williams, Chapter 9
March 20 Asynchronous	Writing Week - Conclusions, Implications, Future Research	
March 27 In-Person	Lecture – Abstract Content Practice – Abstract Write up Lecture – Preparation/Outline of AR Presentation – Celebration of Learning Event Peer Review - Abstract Review of Final Project Template and Content	Due: Draft version of conclusions, implications and future research Read: APA 73-74
April 3 Spring Break	April 3 Spring Break	April 3 Spring Break
April 10 In-Person	Final Paper	Due: Abstract

April 17 Asynchronous	Individual Meetings	Due: Draft of final paper
April 24 In-Person	Practice – Presentation of AR project to classmates	<i>Due: Draft of Presentation to class for peer review and edits</i>
May 1 Asynchronous	Individual Meetings – review of final project paper	Due: Table of Contents
May 9 In-Person	Celebration of Learning/Poster Session in Department	Due: Presentation
May 15	Final Exam	Due: Final Thesis