

George Mason University
College of Education and Human Development
EDUC 805 Doctoral Seminar in Education
Spring 2006

The journey of a thousand miles begins with one step. – Chinese proverb

Meeting Day/time: Wednesday 7:20 – 8:30 p.m.

Location: Krug 210

Professor: Anastasia P. Samaras, Ph.D.
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Course Description: The purpose of this course is to introduce doctoral students to selected faculty members in the Graduate School of Education, to the personal journeys taken by these researchers, the ways researchers think, and to the topics in education that interest these faculty members. Students participate in an information exchange with other students and faculty members concerning current research interests and scholarship.

Course Objectives: As a result of this course, the students will:

- Become familiar with various education issues and scholarship on those issues.
- Become familiar with current topical literature.
- Develop initial skills appropriate to reading, reacting to, applying, and synthesizing educational research.
- Become more familiar with the research interests and expertise of the faculty of the Graduate School of Education.

Course Requirements:

- **Readings.** Before each class: Read assigned articles **before** each class and read the bio for each faculty member (posted on <http://gse.gmu.edu> under Faculty/Staff Resources/Directories <http://cehd.gmu.edu/Facultystaff/index.htm>
- **Class Participation.** Students are expected to attend all class sessions on time. In case an emergency prevents you from attending class, please call or e-mail the professor in advance.
- **Blackboard Group Participation.** Between classes on Blackboard: In groups, facilitators will pose questions or discussion points and colleagues will respond once by Friday midnight and again by Tuesday noon. Establish and monitor group contract.
- **Research Landscape Maps.** Write/design/draw a one-page mid-term and final visual representation (e.g., outline/concept map/diagram, flow chart, graphic) regarding your conceptual understanding of the research from the GMU faculty

presentations, e.g., research agendas; why they research; what they research; methodologies; connections/differences between research; relationship to GSE's mission/conceptual framework (<http://gse.gmu.edu/missionandpriorities.htm>) and to the broader educational landscape; and possible connections of their research to your professional/research interests.

Assessment:

Grading Rubric: EDUC 805 Doctoral Seminar

Grade/Points	Group Activity/Participation	Blackboard Participation & Research Landscape Maps
A	Outstanding. Participates in and promotes conversation focused on the topic. Comments demonstrate a high level of understanding.	Exceeds Expectations: Postings and mid-term & final landscape maps demonstrate deep reflection, analysis and synthesis. Written work is error free.
A-	Well above the average doctoral student; actively advances the intellectual level of the discussion.	Well above average doctoral student: Postings and mid-term & final reflection demonstrate reflection, analysis and synthesis. Written material is primarily error free.
B+	Reliable participant in discussions; questions and comments reveal some thought and reflection.	Postings and mid-term & final landscape maps demonstrate some reflection, analysis and synthesis. Grammar or spelling errors on written materials do not distract the reader.
B	Doesn't contribute often, but generally reveals some thought and reflection. Follows rather than leads group activities.	Postings and mid-term & final landscape maps demonstrate some reflection, analysis and synthesis but key points are missing. Analytic work is generally sound but may have some gaps in logic. Grammar or spelling errors on written materials do not distract the reader.
B-	Few meaningful contributions to class discussions. Little evidence of participation.	Although there is evidence of work, postings and maps are generally not objective or complete; multiple key points are not covered or are misrepresented. Grammar or spelling errors on written materials distract the reader.
C	Weak or minimal participation; passive; often sidetracks group.	Multiple key points are not covered or are misrepresented and reflection, analysis, and synthesis are not evident. Written materials are unclear.
F 72 and below	No constructive participation; destructive; demeaning toward other points of view.	Assignments are not done or are significantly incomplete.

Guidelines for Effective Blackboard Group Page Entries: Online Protocol

- Develop and discuss a group contract for this assignment.
- Postings should be evenly distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of every week).
- Postings should be a minimum of one short paragraph and a maximum of two paragraphs.
- Avoid postings that are limited to “I agree” or “great idea,” etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the reading or by bringing in a related example or experience.
- Address the questions as much as possible.
- Try to use quotes from the reading that support your postings. Include page numbers when you do that.
- Build on others' responses to validate their thoughts while also expressing your own which may be different from their point of view.
- Bring in related prior knowledge (work experience, prior course work, readings, etc.).
- Use proper etiquette (proper language, typing, etc.).

Successful Blackboard Posts:

How do I post successfully? How do I get my group to read my posts?

- Think of the assignment in terms of a dialogue not a writing exercise. You want to engage yourself in a discussion about the reading.
- You might elaborate one single idea and keep your message to one or two paragraphs. Texts longer than that are harder to follow on screen. Of course, better-formulated and clear posts attract more attention
- Before you post think about the assignment first and take mental notes before you read other responses.
- Think of a thesis and how you can support your thesis then read other posts.
- Respond to one that contradicts and one that supports your own thoughts.
- You can also turn your own thoughts into questions, offer your argument (remember, an opinion is not an argument); play the devil's advocate; ask challenging questions
- Avoid responses that offer only right and wrong perspectives and ignore other possible answers.
- If you are the first to post: post with a careful analysis and open-ended questions that invite dialogue.
- It helps for the readers if you include a specific quotation from the message you respond to (xx said:""); this way they know who you are referencing.
- Choose your subject title carefully (titles, such as " 1. Assignment," are far less compelling than content related titles).
- Once you have posted; check back if anybody has responded to you and get the dialogue going. (courtesy Nada Dabbagh (CEHD) and Rick Reo (DoIIT))

The College of Education and Human Development expects all students to abide by the following:

- ✓ Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.
- ✓ Students must know and follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full Honor Code.
- ✓ Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- ✓ Students with disabilities to seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/students/drc or call 703-003-2474 to access the DRC.

Graduate Student Resources:

See GMU Faculty Research Interests posted on blackboard site

Graduate Student Resources on the Web

<http://www-personal.umich.edu/~danhorn/graduate.html>

How to be a Good Graduate Student

<http://www.cs.indiana.edu/how.2b/how.2b.html>

Networking on the Network

<http://polaris.gseis.ucla.edu/pagre/network.html>

American Educational Research Association (AERA) Graduate Student Council

<http://www.aera.net/Default.aspx?id=275>

How to Avoid Plagiarism Give Credit Where Credit's Due (2005)

<http://www.collegeboard.com/article/0,3868,2-10-0-10314,00.html>

Share graduate resource sites you find and post on Blackboard.

Class Schedule

- January 25 Introduction to the Class: Discussion of Expectations
Dr. Anastasia Samaras
The Self-Study School: A Paradigm of Passion
- February 1 Invited Talk: Dr. Margaret Hjalmarson
Design Research: What Education Research Can Learn from Engineering
- February 8 Invited Talk: Dr. Penelope Earley
What Constitutes Policy Research?
- February 15 Invited Talk: Dr. Anastasia Kitsantas
Development of Self-Regulation: A Social Cognitive Perspective
- February 22 Invited Talk: Dr. Mary Williams
Ethics and Values: A Qualitative Case Study
- March 1 Invited Talk: Dr. David Brazer
Who's in Charge? Research-based Advice for Educational Leaders Seeking Collaboration
- March 8 Mid-term Research Landscape Map Due
Discussion of themes and ideas from first six speakers
- March 12-19 Spring Break
- March 22 Invited Talk: Dr. Nada Dabbagh
Online Learning
- March 29 Invited Talk: Dr. Susan Burns
Early Childhood Education

- April 5 Invited Talk: Dr. Tom Scruggs
Co-Teaching in Inclusive Classrooms: A Meta-Synthesis of Qualitative Research
- April 12 AERA Conference. No class. Blackboard Group Dialogue on Final Research Landscape
- April 19 Invited Talk: Dr. Eamonn Kelly
Neuro-mathematics Education
- April 26 Invited Talk: Dr. Kevin Clark
Digital Equity: Using Instructional Technologies to Meet the Educational Needs of Underserved Communities
- May 3 Final Research Landscape Map Due
Poster Session and Discussion of Final Map