

EDU 296D: Case Study Inquiry & Report Seminar II (2 units)
Mount St. Mary's University
Course Syllabus, Spring 2020
Select Thursdays (TBD) from 4:00-7:00pm via ZOOM

Instructor: Robin L. Gordon, Ph.D.
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Office Phone: 213-477-2620
Office hours: Please call Catalina Hurtado at 213-477-2620 to make an appointment.

Course Description

Students will continue to work with the instructor in this course to complete the analysis and reflection phase of the Case Study Report. Upon completion of the Case Study Report, students will share their results in a formal Masters Sharing Poster Presentation at the end of the semester.

Course Objectives:

The main assignment for EDU 296D is to complete the Case Study Inquiry & Report that was begun in EDU 296C. Sections 1-3 will be finalized. Once approval is obtained from the course instructor, the case study data collection can commence. Parent permission must be obtained prior to beginning data collection. Sections 4-5 will be written and are a report and discussion of the results.

Required Texts

- Please print out a copy of MSMU's Masters Project Handbook, and bring it with you to our seminars.

Course Assignments:

Students will complete their Case Study Inquiry & Report, which includes the following chapters:

- Section 1: Introduction
- Section 2: Review of the Literature
- Section 3: Methods
- Section 4: Results
- Section 5: Discussion

Course Grading:

This course is graded as Credit/No Credit.

Education Department Philosophy

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

Investment in Inclusivity

• This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we

understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.

- All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.
- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

Student Support Statements

- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs could disrupt your ability to attend class, please reach out so we can create a plan in advance for potential emergencies.
- If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.
- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and lcrow@msmu.edu. Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and jcuevas@msmu.edu. Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

Course Description

A study of the various approaches to educational research including qualitative and quantitative methodologies. Intended to develop facility in reading research articles and applying knowledge gained through research to one's own teaching practice and to issues of importance in education. The goal will be to write a case study that requires candidates to identify an issue for research in conjunction with a student in their fieldwork assignment (or their own classroom for inservice teachers). The report will be based upon assessments, both formal and informal, standardized test data, class observation, and interviews. Parent permission will need to be obtained as well as the completion of a Human Subjects application. Researching the literature and writing a clear and thorough report will also be emphasized.

Course Goals

The goals of this course are to enable participants to:

- Become an active participant in the community of professional educators.
- Read and understand educational research.
- Apply findings from educational research to their classroom practice.

Course Objectives

1. Knowledge of the concepts and terms used in educational research.
2. Knowledge of the research process and research design.
3. Knowledge of the various types of educational research articles and the ability to evaluate the appropriateness of the source for professional decisions.
4. Ability to summarize educational research in a literature review.
5. Knowledge of the ethical principles and requirements related to the conduct of research and the MSMU procedures for conducting research with human subjects.
6. Knowledge of how to produce a well-written and thorough analysis of an educational issue.

Classroom Policies

Formatting: The case study project is a thesis that is written in APA format. There are some differences we will include that are found in the case study handbook. Use 12-point Times New Roman font, 2.0-spacing, and one-inch

margins. Written work with multiple grammatical and/or spelling errors per page will receive point reductions, so please proof-read!

Professional and Academic Resource Center (PARC)

The style and quality of professional writing you are expected to produce in this class can be very challenging! Plan to start your drafts early, and get as much assistance from your instructor and peers as possible. Please also note that MSMU's Professional and Academic Resource Center (PARC) offers the free services of a Graduate Writing Tutors. See the web site for information, signing up for appointments, and contact information.

<https://welcome.mount.msmu.edu/academics/PARC/Pages/default.aspx>

Learning Resource Center: The Doheny Learning Resource Center will arrange personal tutoring or assistance for you according to your needs. Both graduate and undergraduate students are welcome. Call (213) 488-2692.

Assessment: The chapters for the 296 C portion of the case study will be assessed for clarity, synthesis of the literature, and a well-developed methodology. There will be several drafts of each chapter depending upon editing needs.

Peer Support

Please exchange phone numbers and/or e-mail addresses with your classmates for mutual help and support. Find a friend who will read and edit your assignments with you before preparing and submitting a final draft. If you are absent, I expect you to check in with a classmate and meet to discuss what you've missed.

Email: Students are expected to check their email account(s) regularly.

Other Guidelines

- Exchange phone numbers with a buddy in class for mutual help and support.
- Find a friend who will read your assignments with you and help you EDIT them before you prepare a final draft.
- Ask questions of your classmates or the instructor if you need clarification. This is an important skill that the best learners use often.

University and Education Department Policies

Tardiness: Some of the most important announcements are made during the first 15 minutes of class – therefore, it is critical that you arrive to class on time. Please see me as soon as possible if you are experiencing personal difficulties with getting to class on time. On those occasions when you are late, please check with a classmate to see what information or announcements you may have missed.

Classroom Participation: Learning is done through social interaction and discussion. It is important to be present at each class session and to participate in class discussions. There will be multiple modes of expression and each is a valuable part of the class. Any work completed in class must be submitted by the end of the class period.

Peer Support: Find a friend who will read and edit your assignments with you before preparing and submitting a final draft. All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed. Use 12-point Times or Arial font, double-spacing, and one-inch margins. (Note: Educators must be excellent language and literacy models. Written work with multiple grammatical/spelling errors per page will receive point reductions.)

Quality of Work: The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates' assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.

Assessment of Student Learning Outcomes: Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student-learning outcomes that represent the knowledge, skills and attitudes expected of MSMU's graduate students. In this class one or more student learning outcomes will be assessed.

Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

Academic Integrity: Candidates are expected to adhere to the MSMU statements on Academic Integrity in the MSMU catalog. This includes avoiding plagiarism and doing your best work on each assignment. Papers and other work including images should not be copied from the internet.

Academic Freedom: Students and faculty's freedom of speech is constitutionally protected, so students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See Student Handbook(s) for further discussion.

Candidate Dispositions: The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) Students who do not meet expectations will receive a Notice of Concern as part of the Department's formative feedback assessment process.

Technology Policy: Candidates are expected to adhere to the MSMU technology policy as stated in the catalog.

Students Needing Accommodations: Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.

Missing the first class session

Missing the first class session seriously jeopardizes your chances of success in a course. The University has adopted a policy of administratively dropping students who do not attend the first class session. In order to avoid being dropped for missing the first class session, you must contact the instructor in advance and give a valid reason why you would not be able to attend the first session (ex. you must take the CSET exam that morning).

Absences

Students are allowed to miss:

One sessions of a 1 unit course

Two sessions of a 2 unit course

Three sessions of a 3 unit course

NOTE: A full weekend day of a 1 or 3 unit course counts as three sessions. A full weekend day of a 2 unit course counts as two sessions.

Should you miss one additional session beyond the allowable, you will be required to submit a 5-page (minimum) additional assignment to the instructor. This additional assignment must be completed or you will be administratively dropped from the course.

If a student misses more than two sessions of a 1 unit course, three sessions of a 2 unit course, or four sessions of a 3 unit class, the instructor will be expected to administratively drop you from the course. Should you miss more sessions than allowed, do NOT presume that the instructor will file the paperwork right after the missed sessions. You remain responsible for ensuring that your name is dropped from the enrollment list so that you can receive whatever tuition reimbursement might remain available to you.

If you wish to contest the policy for any reason (ex. illness), you would need to file an academic petition, gain instructor and program director support, and contact the Department Chair.

Adding or Dropping a Course: The Registrar’s Office has deadline dates for adding or dropping courses. Please be attentive to these dates, as registration after these deadlines might require you to either 1) file an academic petition to be enrolled or 2) be refunded less than the full tuition amount when dropping a course. Also be advised that the deadlines differ for weekend vs. evening courses.

Mount St. Mary’s Education Department Poster Presentation Guidelines

General Guidelines and Instructions:

- Buy a “trptych” (3-part) folding poster at Staples or Office Depot.
- Plan to include visuals and work samples on your poster when possible – but no photos of kids! (You don’t have IRB clearance for this).
- Bullet points are fine, as needed.
- Confidentiality: remove students’ last names from work samples. Don’t give the real name of your school anywhere on your poster.
- Spend time making your poster look as neat and “snazzy” as possible. Don’t leave it to the last minute!
- Create a one-page handout containing all the written information on your poster. Don’t spend time stressing over this – just copy and paste what you’ve already written for the poster. It should be easy. Make sure your name is at the top. Bring enough copies for 30 people.

TRIPTYCH POSTER DIAGRAM



For the following instructions, see the diagram above:

- On the LEFT side of your poster, include the following information, with headings for each section:
 - A one-paragraph “abstract” (summary) of your project and findings. Include JUST the most important points.
 - Research Questions.
 - Importance and relevance of study
 - Why did you choose this topic?
- On the MIDDLE portion of your poster, include the following information, with headings for each section:
 - At the very top, include the title of your project and your name (in big letters).
 - Methods: Instruments.
 - How did you collect data? List each instrument. Include sample questions.
 - Methods: Procedures.
 - How did you go about conducting your study? What happened?
- On the RIGHT side of your poster, include the following information, with headings for each section:
 - Findings.
 - What were your results? Briefly discuss your thoughts on them.
 - Include copies of relevant tables or graphs from your project.
 - Implications for future practice.

- In hindsight, what would you have done differently? Why?
- Now that you've completed this project, what's next? Will you continue trying this intervention with your students? Why or why not?

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Date	Timeline for 296D	
<p>1 Jan. 16</p> <p>4:00 pm</p>	<p>Zoom session for both sections (ALL students) of 296D, Gordon</p> <ul style="list-style-type: none"> Moving forward with project-Final Timeline/Review Verifying proposal acceptance and data collection timeline. Data Collection techniques Data presentation 	<p>DUE: Any outstanding IRB issues/ finalize proposals (due Jan. 23) Submit timeline for data collection</p>
<p>2 Feb. 6</p>	<p>INDIVIDUAL ZOOM SESSIONS</p> <ul style="list-style-type: none"> DATA COLLECTION and PRELIMINARY ANALYSIS Progress check-in 	<p>Due Feb 6 -- REVISION of chapters 1-3 in past tense, title page, table of contents, appendices – completed lit review as needed</p> <p>All data collection must be done by March 1</p> <p>Due February 27 - Submit preliminary data -write ups (ie- interviews, assessment tool write-ups)</p>
<p>Saturday FEB 15 – Conference</p>		
<p>3 Feb. 27</p> <p>4:00 pm</p>	<p>Zoom session for both sections (ALL students) of 296D, Gordon</p> <p>ANALYZING DATA, PRESENTING EVIDENCE AND INTERPRETATION Writing up chapters 4 and 5</p>	<p>Due February 27 - Submit Section 4 Results- preliminary data -write ups (ie- interviews, assessment tool write-ups)</p>
<p>4 March 5</p>	<p>INDIVIDUAL ZOOM SESSIONS</p>	<p>First Draft of Section 5: Discussion due to reader via email.</p>
<p>5 March 19</p>	<p>INDIVIDUAL ZOOM SESSIONS</p>	<p>Rough draft of Full Project through chapter 5 due Monday March 26</p> <p>Revision of Full Project due April 9</p>
<p>April 9</p>	<p>No meeting. Case Study due</p>	<p>DUE: Case Study Final with edits, etc and ready to be bound.</p>
<p>5 April 23 4-6pm</p>	<p>ON CAMPUS- all students Room TBA</p> <p>Preparation for Celebration of Learning</p>	<p>DUE: Poster and 1 page handout- come in person ready to present</p>

May 6 4-6 pm	Celebration of Learning – Poster Presentation of your Case Study Results Donohue Center	Due May 1 – Drop off 1 Bound Copy of Masters Project to Catalina Hurtado (admin assistant in Ed dept –213 477 2620)
Monday, May 11 , 2020 Commencement		

(Please note that this schedule is subject to change)

Note: In addition to the seminar meetings, the majority of our work together on your Master’s Case Study will be conducted through email discussions. However, if at any time you feel you need an additional individual session with me to discuss your work, please don’t hesitate to ask! Please note that I may also require additional individual meetings, as needed.