

**THE STATE UNIVERSITY OF NEW YORK AT POTSDAM  
SCHOOL OF EDUCATION AND PROFESSIONAL STUDIES  
DEPARTMENT OF special EDUCATION  
SPRING 2011**

**SPED 607: Educational Research: Critical Issues in Special Education**

**(MOODLE PILOT: Go to: <https://moodle.potsdam.edu> )**

**Thursday, 4:30-7:00**

Dr. Dennis Conrad

**E-mail:** conradda@potsdam.edu

**Office:** Satterlee 204

**CARSON 101**

**Phone:** 267- 2916 (office)

**Office Hours:** By appointment

**Required Text**

Creswell, J. W. (2009). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Upper Saddle River: Pearson, 3<sup>rd</sup> ed.

**COURSE DESCRIPTION:**

This course will examine foundational research principles, classic and contemporary issues in special education. The principles and methods of qualitative and quantitative empirical research will be coordinated with an active investigation of research studies focused on special educational issues.

**PURPOSE:**

To develop an understanding of the principles, and methods of research in special education, as a basis for the critical analysis of the literature in special education.

**OBJECTIVES:**

Upon completion of SPED 607, the student will be able to:

- A) Describe the purpose of research
- B) Identify and describe the various types of or approaches to research
- C) Describe the concepts and principles of measurement and research
- D) Identify the sources of information about research in special education
- E) Locate specific examples of types of research, and identify specific examples of proper and improper application of research principles and procedures
- F) Develop justification conclusions based on research studies
- G) Critically evaluate research studies.

## **SUNY Potsdam Education Unit Conceptual Framework:**

### **Preparing Creative and Reflective Educators**

#### **Well-Educated Citizen**

- Critically analyzes and solves problems
- Organizes thought and communicates effectively
- Understands history and our social and political institutions
- Understands and respects other cultures and our intercultural world
- Understands the impact of science and technology on our lives
- Appropriately uses technology
- Has experience creating and appreciating the arts-Has a broad and deep understanding of the subject matter one teaches
- Models the skills, attitudes, and values of inquiry appropriate to one's discipline

#### **Reflective Practitioner**

- Models inquiry, practice, and reflection
- Effectively uses research-based models of curriculum, instruction, and assessment
- Meets the diverse learning needs of students
- Applies knowledge of local, state, and national standards
- Effectively uses instructional and assistive technology
- Promotes inquiry, critical thinking, and problem solving
- Creates positive learning environments for all students
- Uses research, reflection and discourse throughout one's career
- Prepared to become an instructional leader

#### **Principled Educator**

- Behaves in a professional manner
- Maintains a high level of competence and integrity in one's practice
- Willing to take risks, be flexible, and show comfort with uncertainty
- Works well with others
- Takes responsibility for one's own diversity
- Recognizes and respects one's own diversity and that of others
- Fosters positive relationships with students, parents, administrators, colleagues, and agencies in the community to support student learning and well being

### **Plagiarism and Academic Dishonesty**

The graduate catalogue defines plagiarism on p. 14 as the presentation as one's own work the work of another person. The catalogue describes plagiarism as including unacknowledged aid on any assignment, examination, paper, or research report, including fraudulent use of purchased papers. It also includes copying or paraphrasing from original sources without crediting the source. You should consult the Graduate Catalogue and the College's Academic Honor Code for a more complete explanation of the nature of academic dishonesty and plagiarism. Disciplinary action may include grade reduction, failing grade, and/or suspension or dismissal from the college in accordance with College policy.

## COURSE REQUIREMENTS

1. **Class Attendance, punctuality, and participation:** While the textbook will afford you with the opportunity to learn and understand the basics of this course—it is not enough. Class attendance and participation expands and strengthens your abilities and comprehension and therefore, attendance is mandatory.
2. **Seminars:** You will each lead a seminar/discussions on a chapter to be determined.
3. **Tests and Quizzes:** There will be three tests that will assess your understanding of the course material. These will be on moodle and you will have the opportunity to take each quiz on your own time within a given period. You may use your notes and books, but you may not take the quiz with the help of other students in the class. All test must be completed by the last night of class.

There are weekly quizzes to be completed on line --  
[http://wps.prenhall.com/chet\\_creswell\\_educational\\_3/70/18051/4621310.cw/index.html](http://wps.prenhall.com/chet_creswell_educational_3/70/18051/4621310.cw/index.html) and the results submitted to me. You are required to complete all the quizzes prior to class and to no less than 94% mastery.

4a. **Research Project:** Over the semester you will be constructing a research project in order to present at our very own SUNY-Potsdam Special Education Research Colloquium, which will be created by the class. The colloquium must include 1 guest speaker and 1 keynote speaker. I will assist you in developing this colloquium but it will be primarily student led. You will work independently or with up to two partners to develop an actual research study that can be conducted with students, teachers, faculty, or college students, regarding a relevant topic in special education from the list below. You will be responsible for submitting a proposal to the IRB, creating the study, conducting the study, analyzing the data, and disseminating the findings through a poster session. Your poster must include: literature review, methods, results, discussion, implications for practice, and areas for future research. Each member of your group will be responsible for writing their own literature review for your topic to be graded separately, although, all other components of your project may be done collaboratively. **\*If you would like to conduct a study involving children, you must submit your proposal to the IRB by 2/19.** Otherwise, you must conduct a study that qualifies for Expedited Review, i.e. can be conducted with adults. More details will be given in class. This assignment will require that you meet with a writing adviser to review your work before turning in the literature review and before presenting your poster.

4b. **IRB Training:** It is mandatory that you complete the Institutional Review Board (IRB) as part of the course. You should go to [www.citiprogram](http://www.citiprogram) and register by creating a log-in and password. For “office phone” enter your home or cell phone number. Once you have registered you will want to go to Human Subjects Training. You will not be working with animals...I think. Under status you will click “enter” and will follow the directions. You will need to complete the training and take the quizzes. Once completed please print out your certificate and bring to class. This may take several hours, but can be completed in segments. You must earn a 100% on each quiz.

5. **Participation:** It is my goal to make this class as interactive and engaging as possible. Participating in classroom discussions and activities will not only help to strengthen your understanding of the course material, but will also make the course more enjoyable for you and

your classmates. I will be using the Professional Disposition Rubric to evaluate participation.

**6. Late Assignments:** No late assignments will be accepted for full credit, unless an extension is granted prior to the due date of the assignment.

**7. Availability:** I believe my job extends far beyond the classroom. Each week I am accessible for you to chat with me or make an appointment for any reason. Whether you need some extra help with the course material, have concerns about the course, need some advice, or just want to chat, my door is always open.

**GRADING SCALE**

3 Tests: 100 points

Weekly quizzes: 50 points

**Seminars:** 100 points

**Research Project:** 150 **THE RUBRIC IS BEING DEVELOPED.**

**Final Poster-**50 points **THE RUBRIC IS BEING DEVELOPED**

**Participation/Attendance/Punctuality/Professionalism:** 50 points

**TOTAL**

**500 points**

4.0	282-300	Exceptional command of course content demonstrated
3.7	270-281	Exceptional command of course content demonstrated
3.3	261-269	Demonstrated mastery of course content
3.0	249-260	Demonstrated mastery of course content
2.7	240-248	Demonstrated mastery of some course content
2.3	231-239	Demonstrated mastery of some course content
2.0	219-230	Demonstrated mastery of some course content
0.0	Below 219	No mastery demonstrated

Week	Topics	Readings and
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**Research Topics**

These are recommended topics. You can feel free to develop and investigate your own interests, however you will have to obtain my approval by Feb 7<sup>th</sup>.

**Quantitative:** Students'/Teachers perceptions of others' with behavioral disabilities and/or significant cultural differences

**Qualitative:**

Oral History Project: teachers with disabilities/former students of SUNY-Potsdam

Case Study: Collaborative practice-

Focus Group: Mentor teachers—concerns

**Action Research:** To improve inclusive education and collaborative practice

## DRAFT Semester Schedule

<b>TOTAL</b>	<b>500 points</b>	
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0.0	Below 219	No mastery demonstrated

Week	Topics	Readings and due dates
1	January 25 Introductions and Syllabus	
2	February 1 Information Literacy Session Meet in Crumb Library Lobby	Study Chapter 1 Writing in APA Handout.
3	February 8 Quantitative and Qualitative Approaches	Chapter 2 IRB Training Due
4	February 15 Identifying a Research Problem	Chapter 3 Full Review IRB 2/19 5pm
5	February 22 Reviewing the Literature	Chapter 4
6	March 1 Specifying a Purpose and Research Questions or Hypotheses	Chapter 5 Expedited IRB due
7	March 8 Spring Break	
8	March 15 Collecting Quantitative Data	Chapter 6 Literature Review Due
9	March 22 Analyzing and Interpreting Quantitative Data	Chapter 7
10	March 29 Collecting Qualitative Data	Chapter 8
11	January 25 Introductions and Syllabus	
12	April 5 Spring Recess	
13	February 1 Information Literacy Session Meet in Crumb Library Lobby	Study Chapter 1 Writing in APA Handout.
14	April 12 Analyzing and Interpreting Qualitative Data	Chapter 9
15	February 8 Quantitative and Qualitative Approaches	Chapter 2 IRB Training Due
16	April 19 Reporting and Evaluating Research	Chapter 10
17	February 15 Identifying a Research Problem	Chapter 3 Full Review IRB 2/19 5pm
18	April 26 Colloquium Preparation/Writing Workshop	Poster due
19	February 22 Reviewing the Literature	Chapter 4
20	May 3 SUNY-Potsdam Special Education Research	
21	March 1 Specifying a Purpose and Research Questions or Hypotheses	Chapter 5 Expedited IRB due
22	May 10 Reflection and Follow up	
23	March 8 Spring Break	