

**CIED 5085
Current Issues in Education
Spring 2018**

CIED 5085 is a required course for the Masters in Curriculum & Instruction.

**College of Education
Curriculum & Instruction**

Instructor: Dr. James W. Hynes, Ph.D.
TEC 278C
P.O. Box 2119
Huntsville, Texas 77341
T: 936-294-3576
E: jwh009@shsu.edu
Skype james.w.hynes

Office hours: By appointment. This is an online class. I will meet via email, telephone, Skype or in person.

Location of class: Online. We will hold monthly online meetings to answer any questions that arise during the course. These meetings are voluntary on everyone's part!

Course Description:

Analysis of opposing or varying viewpoints on educational issues of current concern is the main focus of the course. Examination of scholarly literature and utilization of current classroom project data will be combined to deliver a completed research project.

Please read the following Q & A

1. *How do I know whether I'm ready for an online class?*

A body of research is emerging that indicates several personal attributes are related to academic success with an online environment. Those attributes include self-motivation, self-discipline, and time management. In short, to succeed in an online course you must take responsibility to be a self-directed learner.

2. *What other resources do I need?*

Time! Online classes are especially attractive to students who are busy with work and family. But because the workload is the same for online and on-campus sections of this course, you must be able to carve out uninterrupted study time every week. Extensive reading and writing are requirements for success. And they take time.

3. *What about technology requirements?*

You need your own computer – not one you use at the office, at a computer lab, or at a friend's house. You need reliable, high speed Internet access – not Wi-Fi at Starbuck's. You need a Webcam and headset. You need a Skype account, the latest version (free). You need technical proficiency in Microsoft Office Suite (especially Word).

4. *How do I get started?*

First, read the syllabus to get an overview of the course goals and requirements. Then browse around the course site to become familiar with all the features of Blackboard and locate your sources for help (SHSU Online). SHSU Online personnel are the people you will need to talk to when you have issues with technology.

5. *How is the course set up?*

Study the Calendar document to get an overview of the work flow. Since this is essentially a skill-building and measurable output course, you will see that there are things to do throughout the semester. Do not fall behind in your work. The course site is set up in online Modules. This syllabus outlines the expectations, your required reading, and assignments. There is a final paper on your class project and an oral presentation of your work.

6. *When are assignments due?*

All assignments will be due by midnight of the noted submission date. **All assignments must be completed and submitted to be eligible to pass this class. Failure to submit an assignment will result in receiving an F for the course.**

7. *What about the final exam?*

The exam will be an oral presentation of your classroom project delivered to a committee of faculty from the department of Curriculum and Instruction in front of the assembled class.

8. *How do I complete the other assignments?*

Look in Course Documents. In this syllabus, you will find (1) a detailed description of the assignment, (2) the rubric I will use to grade your assignment. In addition, I will post examples on the course site, when needed, for you to compare your work. While these are good examples, they are not models. That is, they are not perfect. Instead, look at them to stimulate your own thinking about how to complete the assignment.

9. *How do I get answers to my other questions?*

Post any course-related questions to the Virtual Office. Email me with any personal, private questions or problems about the course. **Contact the SHSU Online helpdesk for technology questions.**

Please note – problems with technology will not constitute an excuse for submitting late work!

10. *What is the relationship between CIED 5370 and CIED 5085?*

CIED 5370 and CIED 5085 are the Capstone research courses for the Master's degree in Curriculum and Instruction. Students must successfully complete CIED 5370 before taking CIED 5085. In CIED 5085 students will complete the research project begun in CIED 5370. At the conclusion of CIED

5085 all students will submit their research project in written format to the professor of the class. They will also be **required to come to a selected site and make an oral presentation and defense of their research to classmates and a group of faculty in order to successfully complete the course (Final Exam).**

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Learning to *apply* course material (to improve thinking, problem solving, and decisions).

Textbooks: Required and recommended texts.

Required: Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education*. New York: McGraw Hill

Reference:

Required reference: American Psychological Association (2009). *Publication manual* (6th. ed.). Washington, DC

Suggested textbooks and resources:

Suggested textbook: Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative Research for Education*. Boston: Pearson

Suggested textbook: McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence based inquiry* (7th ed.). Boston: Pearson

Course Format:

Online. Skype will be used to facilitate discussions.

Calendar:

January 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
14	15	16	17 Classes Begin Read the syllabus and acknowledge having done so on Blackboard Course overview on Skype @ 5:00 pm	18	19	20
21	22	23	24 Module 1 due	25	26	27
28	29	30	31			

February 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7 Skype meeting @ 5:00 p.m.	8	9	10
11	12	13	14 Module 2 due	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7 Skype @ 5:00 pm	8	9 Module 3 due	10
11	12 Spring Break	13 Spring Break	15 Spring Break	15 Spring Break	16 Spring Break	17
14	19	20	21 Module 4 due	22	23	24
25	26	27	28	29	30	31

April 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4 Skype @ 5:00 pm	5	6	7
8	9	10	11 Module 5 due	12	13	14
15	16	17	18	19	20	21
22	23 Module 6 Due Site and time to be determined	24 Module 6 Due Site and time to be determined	25 Module 6 Due Site and time to be determined	26 Module 6 Due Site and time to be determined	27 Module 6 Due Site and time to be determined	28
29	30					

May 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	

Course Content:

There will be six assessment opportunities in this class. All grading opportunities must be submitted by midnight on the date they are due. All work must be completed using

standardized American English. APA 6th edition format is required for citations and references. Failure to follow these directions will result in the loss of points up to the total possible for each assignment. All assignments must be submitted/completed in order to be eligible to earn a passing grade in the course.

Read the syllabus and acknowledge having done so on the appropriate link. This will allow access to the course modules.

Module 1. (30 points) Submit to the drop box a copy of your CITI Certificate of Training and a 250 word synopsis of your research project. These items will be generated by your work last semester. If the work is late, up to 24 hours late, 15 points will be lost. If the submission is more than 24 hours late, only 1 point can be earned. Include the following in the synopsis.

- The title of your project.
- What is the purpose of the research?
- Why is it important?
- How do you plan to use the results of this study?

Rubric:

CITI Certificate – 10 points. A scanned copy.

250 word synopsis – 20 points. APA format is required.

Module 2. (100 points) Start this assignment as soon as you are able! It takes time to do it correctly. Create an annotated bibliography using 20 **peer-reviewed** journal articles. The bibliography must address the same topic as your research. Use current publications whenever possible – 5 years or less. Submit the assignment to the link for Module 2. If the work is late, up to 24 hours late, 50 points will be lost. If the submission is more than 24 hours late, only 10 points can be earned.

Rubric: It is a requirement that the work submitted follows the format presented below!!

Each article reviewed must include the following items

Reference: Must be written in correct format using APA 6th edition. 1 point (20 possible total).

Type of research: Quantitative, Qualitative, Mixed. 1 point (20 possible total).

Objectives of the study: Use bullet points. 1 point (20 possible total).

Findings of the study: Use bullet points. 1 point (20 possible total).

Implications and suggestions for further research: Use bullet points 1 point (20 possible total).

For this assignment only, cutting and pasting is permissible.

An example of the format and content required follows:

Dobson, J. (2010). A comparison between learning style preferences and sex, status, and course performance. *Advances in Psychology Education* 34(4), 197-204. Retrieved from <http://advan.physiology.org/content/34/4/197.full?sid=dc23fcbe-4876-4d0e-b3f2-fca53a5268b4>

Type of Study: Quantitative

Objectives

- To compare the student perceived and assessed sensory modality preferences (learning styles are classified by the components that make the sensory modality preferences including: visual, aural, read-write, and kinesthetic)
- To examine the associations between those sensory modality preferences and status (i.e., undergraduates vs. graduates), sex, and course performance
- To directly compare sensory modality preferences in undergraduate and graduate physiology students because, to the best of the author's knowledge, no such comparison had been made before

Findings

- There were 64 student respondents: 50 undergraduates and 14 graduates (40 women and 24 men)
- According to the perceived SMP results, the largest number of respondents chose visual (36%), followed by read-write (28%), kinesthetic (19%), and aural (17%)
- In terms of assessed SMPs, the largest number of respondents were classified as visual, aural, read-write, and kinesthetic (VARK) at 37%, followed by R (14%), AK (11%), K (8%), VK (6%), ARK (6%), A (5%), VAK (3%), RK (3%), V (2%), AR (2%), and VRK (2%)
- Nearly two-thirds of the respondents correctly matched their perceived and dominant assessed SMP
- There was no statistical association between SMP and status
- There was a very nearly significant relationship between sex and both perceived ($\chi^2 = 7.18$, $P = 0.06$) and assessed ($\chi^2 = 17.36$, $P = 0.09$) SMP
- Finally, there was a significant relationship between perceived SMP and course scores ($P = 0.01$ by ANOVA)
- Post hoc tests revealed that the K group scored significantly lower than the other three modality groups

Implications and Suggestions for Further Research

- The most significant limitation to this study was the number of participants since there were only 14 graduate student responses
- The sample of respondents also limits this study because it only includes students who were in 2 chosen Psychology courses at one university
- Further research should be conducted on a broader spectrum at multiple universities with students from various courses to investigate the strength of the relationship between sensory modality preferences and course performance to determine if that relationship can be used to help identify, and therefore better assist, more vulnerable students

Module 3. (50 points) Finish the field research for your quantitative and qualitative studies. For quantitative studies, we need a minimum of 40 subjects. For the qualitative studies, we need a minimum of 20 participants – this includes the 10 from last semester. Submit your field notes from your qualitative research to the link for Module 3. Submit your methodology for the analysis of your quantitative research to the link for Module 3. Both types of studies must submit 2 additional word files – (1) all of your signed consent forms and (2) the signed permissions from the schools that allowed you to conduct your study. If the work is late, up to 24 hours late, 25 points will be lost. If the submission is more than 24 hours late, only 5 points can be earned.

Rubric: Field notes for qualitative research or the analysis of your quantitative data is worth 30 points. Consent forms – 10 points. School permission – 10 points.

Module 4. (100 points) Your reference list for this course. APA 6th edition format must be followed. The reference list can only include those references cited in your final paper. The references must be from **peer-reviewed** journal articles. You must list a minimum of 20 references. These references can include the references generated by the annotated bibliography. Submit your reference list to the link for Module 4. If the work is late, up to 24 hours late, 50 points will be lost. If the submission is more than 24 hours late, only 10 points can be earned.

Rubric: APA 6th edition format must be strictly adhered to in this submission. Note, peer-reviewed journals are a selection criteria that is easily accessed using the online Newton Gresham Library.

Module 5. (100 points) Submit the final paper for this class. The paper must be between 18-22 pages. Use as many references and appendices as you need. The pages for the abstract, appendices and references will not count towards your total pages. The abstract will not exceed 250 words. Strict adherence to the APA 6th guidelines and paper length is required for this paper. Submit this paper to the link for Module 5. Please note that this paper will be reviewed by Turnitin software. If the work is late, up to 24 hours late, 50 points will be lost. If the submission is more than 24 hours late, only 10 points can be earned.

Rubric: This is a scholarly paper. The peer reviewed articles you have used for Module 2 are stylistic examples you should consider before writing this paper. I will look at your abstract, introduction, literature review, methodology, findings and conclusions. They must be logical and defensible. APA 6th edition guidelines must be adhered to.

I. Abstract – 5 points

Limit of 250 words. This should be rich text and provide all the information necessary to understand the research. Summarize the purpose, methods, participants, findings and conclusions.

II. Introduction/Literature Review – 25 points

This will be several paragraphs long and must summarize the purpose of the study as well as the background (theoretical framework) and significance of the study. Why is this study important? In this section, you will have your literature review. Your literature review should summarize what others have done on your topic. Analyze what your review of the literature showed you. This must be written in the past tense. As this is a qualitative study, you can cite the literature of previous studies in the findings and interpretations sections as well.

III. Methodology – 25 points

State the type of study. Note how the study was conducted – type of sampling method utilized. Where the study was conducted? Do not use the name of the school. Use east Texas, west Texas.... Report if the sample was taken in rural, urban or suburban areas.

IV. Findings and Interpretations – 25 points

Have the emerging themes been clearly presented – audit trail (15 points)? In the narrative, are details reinforced with direct quotes from the participants? Are the results well documented? Are the interpretations of the findings reasonable? Are the biases of the author acknowledged?

V. Conclusions/Recommendations – 10 points

Are the conclusions consistent with the findings? Are they logical? Is there a discussion of the limitations of the research design? Should something else have been looked at? Are the implications of the research discussed? Are there recommendations for further research?

VI. References – 10 points

a. APA format 6th edition

Module 6. (50 points) The faculty from the Department of Curriculum and Instruction will hear oral presentations of your research. We will meet either on the main campus in Huntsville or at our facility in the Woodlands. Plan to present for 15 minutes and answer questions for 5 minutes. If your presentation is late, up to 24 hours late, 25 points will be lost. If the presentation is more than 24 hours late, only 10 points can be earned.

Rubric:

Possible
Score

Points

5 INTRODUCTION
Attention Step

25 BODY
Subject/Review of Literature - 5

Methodology - 5

Findings - 5

Conclusions and Implications - 5

Language/Word Choice - 2

Content - 3

5 DELIVERY

Voice, Fluency

Use of Notes

5	VISUAL AIDS Design, Consistency, Number
5	TIMING
5	Q & A SESSION
50	Total Possible Points

Total possible points - 430. Final grades will be determined by the number of points earned.

A. 430 – 387

B. 386 – 344

C. 343 – 301

F. 300 or fewer points

The assignments for this class are spread out over the semester in such a way as to allow for sufficient time to complete them. If you need assistance, ask for it immediately. You will receive it.

Student Syllabus Guidelines

- SHSU Academic Policy Manual -- Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students # 900823](#)
- SHSU Academic Policy Manual – Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the classroom - Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

[NCATE Standards](#)

[CAEP Standards](#)

The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Conceptual Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

SHSU Dispositions and Diversity Proficiency (DDP) Standards

	DDP	CF	CAEP	NCATE
1.	Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1.1 (InTASC #10) & 3.3	1. c., 1.g., & 4. c
2.	Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2	1.5 & 3.4	1.b, 4.a., & 6.d.
3.	Practices ethical behavior and intellectual honesty.	3	1.1(InTASC #9) , 3.3, & 3.6	1.g. & 4.a.
4.	Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	3.1, 3.3	4.a.
5.	Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1.1 (InTASC #2)	4.a.& 4.d.
6.	Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	3.1	4.a. & 4.d.
7.	Uses assessment as a tool to evaluate learning and improve instruction for all learners	4	1.1 (InTASC #6)	1.d. & 4.a.
8.	Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1.1 (InTASC #9) & 3.3	1. d, 1. g., & 4.a.
9.	Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5	1.1 (InTASC, & #2)	4.a.
10.	Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1.1 (InTASC #2 and #9), & 1.4, 2.3	1.c., 3.c., 4.a., & 4.d.

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs *(please provide additional information for the candidate if the DDP is administered during your course)*.

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the

effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Matrix (A blank example is provided below):

- Course Objectives - stated in measurable performance terms/behavior
- Course Activities/Assignments
- Performance Assessments
- Standards (either list the standards used or provide a link to the standards)
 - Required Program Standards (SPA – i.e., ACEI, NMSA etc.)
 - NCATE/CAEP Standard 1 (all applicable elements) used when there is not a SPA
 - State Standards/Competencies for certification if applicable
 - Diversity and Disposition Proficiencies
 - Conceptual Framework Alignment
 - ISTE NETS*S Technology Standards (for technology integrated curriculum)

Topic(s)/Objective(s) Assignments	Activities/Assign (including field based activities)	Measurement (including performance based)	Standards Alignment S—SPA Standard Alignment TS—Texas Educator Standards/Competencies DDP—Diversity and Disposition Proficiencies <u>CF—Conceptual Framework Indicator</u> <u>N/C—NCATE/CAEP Standard 1 (if there is no SPA)</u> <u>NETS*S – ISTE NETS Technology Standards for Students</u>

The student will conduct research on a current issue in education	Oral presentation of research to the class	A formal written, visual, and auditory assessment of individual's presentation	State:1.4k,1.5k,1.11k, Conceptual Framework: CF1;CF2;CF3 NCATE: 1
The student will develop strategies for writing research reports on current	Select one issue and present it to	Assessment of oral presentation by a committee of professors. Rubric posted on course	State:II ,IV Conceptual Framework CF: 1 2,3

issues in education	the class an oral report	site in Blackboard	NCATE: 1
The student will submit a research paper to the faculty for assessment	Presentation to a committee of faculty members	Instructor will assess the submitted paper using the rubric posted on class site in Blackboard	State: IV Conceptual Framework: CF: 1,2,3 NCATE: 1

Program specific URL address for ***Specialty Program Association (SPA) standards:***

State Standards: <http://www.tea.state.tx.us/index2.aspx?id=5938>

Course Evaluation: Course evaluations will be completed after the final oral presentations.

Expectations: Graduate level work

Bibliography: McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence based inquiry* (7th ed.). Boston: Pearson

Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative Research for Education*. Boston: Pearson