



**TED UNIVERSITY
FACULTY OF EDUCATION**

**EGE 471 RESEARCH PROJECTS
(1-4) 3 Credits/7 ECTS
Fall 2016**

Instructor: Assist. Prof. Dr. Tülin Haşlamam

Time and Place: Thursday at 09.00-09.50; 10.00-10.50; 11.00-11.50; 12.00-12.50; 13.00-13.50 (D 226)

Office: D 107

Office Hours: Monday, 11.00-12.00

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“As teachers, with our close involvement with children and our professional skills which are intended to enhance our understanding of them, we are in a privileged position. The inner thoughts and intentions of children will never be quite open to us and must always be inferred. But we nevertheless are in a position to relate closely to the children, to prompt their thinking and thereby to begin to reveal it, and so it is up to us to make the most of this privilege in order to gain insight into how our children learn and how we can best influence their learning.”

(Stephen Rowland, 1984; *The Enquiring Classroom: An Introduction to Children's Learning*)

Catalog description: Conducting an action research project on contemporary primary education topics and issues which will be determined by the student in collaboration with the course instructor.

Course Description: Students' understanding of how personal beliefs, values and spiritual identity are shaped and influenced by factors such as family, culture, gender, race, class and economic issues. This course encourages students to explore their personal values and life choices and the ways in which these are related to their beliefs. Students will investigate topics such as the meaning of life, spirituality, purpose and destiny, commitment, life choices, moral and ethical issues and justice, and how these topics are dealt with in various religious and ethical traditions.

Course Learning Outcomes:

Upon successful completion of this course, a student will be able to

1. Develop ethical attitudes and behaviors required for effective participation in the community
2. Develop a critical awareness of ethical issues related to the values, belief systems or religious traditions of the student and the community
3. Develop an individualized research project with practical applications to a primary school setting.
4. Outline a written description of a chosen research project proposal on a primary school education issue or topic.
5. Demonstrate an ability to conduct a small-scale research project in primary education
6. Prepare a summary report of a chosen research project including a visual documentation of related activities and outcomes
7. Present outcomes of a completed research project in primary education

**This syllabus and schedule are subject to change.*

Main Reading:

1. Mills, G. E. (2003). Action research: a guide for the teacher researcher (2nd ed.). Upper Saddle River, N.J.: Merrill/Prentice Hall.
2. Meier, D. R., & Henderson, B. (2007). Learning from young children in the classroom: the art & science of teacher research. New York, NY: Teachers College Press.

Student Workload (Total 172 Hrs)

Lectures (15 hrs), Observation (20 hrs), Readings (20 hrs), Resource Review (20 hrs) Research Review (20 hrs), Writing (25 hrs), Field Work (25 hrs), Oral Presentation (10 hrs), Debate (18 hrs)

Planned Learning Activities & Teaching Methods

Telling/explaining, Discussion, Questioning, Scaffolding/Coaching, Demonstrating, Predict-Observe-Explain, Video Presentations, Web Searching, Using Social Media, Problem Solving, Collaborating, Case Study/Scenario Analysis, Field Study, Hands-on Activities, Web Searching, Peer Teaching, Oral Presentation Online Teaching

COURSE POLICIES**I. TED University Code of Academic Integrity**

TED University takes academic integrity seriously. **Please read through the entire code acquaint yourself with how violations are defined.** Entire code might be found at the following link: <http://www.tedu.edu.tr/Assets/Documents/Content/genel/TEDU-Academic-Catalog.pdf>

II. Attendance

This course requires your regular participation, attendance and punctuality. It is expected you to attend the class on a regular basis and be on time. It is your responsibility to keep in touch with me about the emergencies prior to class. ***Exceeding 10% of attendance with unexcused absences will result a half letter grade reduction.*** The TEDU policy concerning attendance will be followed strictly.

III. Late Work

You are supposed to turn in each assignment on time. I will only accept late assignments in unusual circumstances (e.g. documented illness). In all other cases %10 of the total point per day for late work will be reduced, and the assignment will not be accepted after three days late.

IV. Assignment Rules

All assignments must be typed and prepared in APA style. It is expected that you turn in assignments on time.

V. Academic Honesty Policy

This course adheres to the academic honesty policy. I expect that all work submitted and presented by you will be your own original work and that the contributions of others will be openly acknowledged. Failure to adhere to this policy will result in disciplinary action. For more information:

- a. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from internet. All are plagiarism.
- b. *All parties to plagiarism are considered equally guilty.* If you share your coursework with another student and she plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. *Under no circumstances should a student make his her coursework available to another student unless the instructor*

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gives explicit permission for this to happen. Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. Avoid plagiarism by citing sources properly!

VI. Announcements

All announcements will be sent to your e-mail address. It is your responsibility to keep your e-mail address operative all times. Check your e-mails regularly in order to be informed.

COURSE ASSIGNMENTS

1. IRB (Institutional Review Board) Application Package (%10)

You will develop a study about research ethics, conducting ethical research with children and you will gain practical experience about how to develop and implement ethical research practices. For the purposes of this assignment, in addition to our ethics-related course readings, you are supposed to investigate TEDU Human Research Ethics Committee's (HREC) webpage <http://iaek.tedu.edu.tr/>. Drawing on your new learning, you will prepare a full human research ethics application to be submitted to TEDU HREC. I will work with you to understand the application process and we will make sure that you complete all the materials neatly.

Be ready to submit your applications by the end of October because **you can never start any of your research activities before obtaining a HREC approval.**

2. Evaluation of Project Drafts (%50 points; %10 for each check point)

Check Point Papers (CPP) are minimum 3-page papers, which will be due five times throughout our semester (check the syllabus for the dates). Each CPP will have a special topic indicating main parts of a research process. We will discuss during the class time how you will construct these papers in detailed. I will provide feedback on each CPP so I encourage you to re-write your papers before preparing the next CPP.

Check Point 1: A justification of your question with an introduction,

Check Point 2: A review of the literature,

Check Point 3: A description of your methods of inquiry,

Check Point 4: A discussion of the data you collected and your analysis as well as the assertions you are generating after your analysis,

Check Point 5: Writing references and the implications of your research for your teaching as well as the lessons you have learned from engaging in action research.

3. Final Research Paper (Written) (%40)

The last step in the research project is to summarize all of the stages into a final report form. It is very important that the final report contains all the necessary information regarding your research project. Try to keep in mind that you should write the report so that the reader would be able to recreate all of your steps.

As a wrap-up of your project, you will write a 15-20 pages research paper, which is due on the finals week. For this research paper, you will revise the five CPPs into a full research paper. You should be careful that this final paper is not just the five CPPs are combined together as they are. Rather, you should draw on the five CPP's and write a coherent paper that moves from an engaging beginning to a thought-provoking end.

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**All the course requirements will be clarified in a timely manner before the activity or assignment is due.*

Grading Rubrics

Grading rubrics for field trip reflections and instructional presentation will be presented and clarified in class in a timely manner before they are due.

Course Grading

Activity	Percentage	Grading Scale	
Check Point Papers	% 50 (%10 for each)	AA	90-100
IRB Application Package	% 10	BA	85-89
		BB	80-84
		CB	75-79
		CC	70-74
		DC	60-69
Final Research Paper	%40	DD	50-59
		F	0-49
		FX	Both absent and unsuccessful

COURSE ASSESSMENT & LEARNING OUTCOMES MATRIX

Assignments

IRB Application Package

Check Point Papers

Final Research Paper

Course Learning Outcomes

#1, #2

#1, #2, #3, #4, #5, #6, #7

#1, #2, #3, #4, #5, #6, #7

COURSE SCHEDULE

Dates	Process	Readings
26-30 Sep.	Meeting the students and overview of the course and introduction to the basic concepts related to instruction. Preparing Time Schedule Introduction to action research in primary education	Observation in the school: Taking field notes
03-07 Oct.	Literature Review Developing a hypothesis, a research problem and related questions	Observation in the school: Taking field notes <i>Chp 1: Understanding Action Research</i>
10-14 Oct.	Ethical and legal issues in research Ethics of Doing Research	Start working on your IRB application Observation in the school: Taking field notes
17-21 Oct.	Human Subject Review Board	Observation in the school: Taking field notes

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		<i>Chp 2: Ethics</i>
24-28 Oct.	Literature Review Framing the problem with the correct research methodology How to conduct a critical review and write a synthesis of the literature	Reviewing Literature Check Point 1: Research Ideas & Formulation of the Research Question <i>Chp 3: Deciding on an Area of Focus</i>
31 Oct.-04 Nov.	Defining your role as a <i>teacher-researcher</i> Framing the problem with the correct research methodology	IRB Application Package Deadline due on October 31, 2016.
07-11 Nov.	Collecting data that accurately addresses the research problem <i>How to collect data in your own classroom - and in other settings</i>	Check Point 2: Literature Review Section
14-18 Nov.	How to collect data from child participants	<i>Chp 4: Data Collection Techniques</i>
21-25 Nov.	How to analyze data	Check Point 3: Methodology Section <i>Chp 6: Data Analysis and Interpretation</i>
28 Nov.-02 Dec.	How to draw interpretations out of data Using data to make decisions; writing results and discussion	
05-09 Dec.	Using data to make decisions; writing results and discussion	Check Point 4: Discussion Section <i>Chp.7: Action Planning for Educational Change</i>
12-14 Dec.	Writing conclusion Limitations of our research What's next: New research questions	<i>Chp 8: Writing up Action Research</i>
17-21 Dec.	Writing conclusion and references	Check Point 5: Draft of the final research paper <i>Chp 9: Evaluating Action Research</i>
24-28 Dec.	Writing references Course Reflections	
02-14 January FINAL WEEK		

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