



**TED UNIVERSITY
COLLEGE OF EDUCATION**

ECE 471

RESEARCH PROJECT IN EARLY CHILDHOOD EDUCATION

(1+4+0) 3 TEDU Credits, 8.0 ECTS Credits

FALL, 2016

Instructor: Dr. Elif Karşlı

Time and Place: Fridays at 09:00-13:50; D112

Office Hours: Wednesdays, 14:00 – 16:00; D112

E-mail: elif.karsli@tedu.edu.tr (the fastest way to contact me)

Office Phone: 0312 585 0 175

“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: Preparation for an early childhood research project. Implementation of the research phases. Writing research reports.

Course Description: What is early childhood teacher research and why is it important? Preparation for an early childhood research project. Conceptualization of research. Generating research questions. Identifying data sources. Gathering and analyzing data. Interpreting results. Taking action based on results. Writing research reports.

Course Learning Outcomes:

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

1. develop an individualized research project with practical applications to an early childhood setting.
2. outline a written description of a chosen research project proposal on an early childhood education issue or topic
3. demonstrate an ability to conduct a small-scale research project in early childhood education
4. prepare a summary report of a chosen research project including a visual documentation of related activities and outcomes
5. present outcomes of a completed research project in early childhood education

Main Reading:

MacNaughton, G. & Hughes, P. (2008). *Doing action research in early childhood studies: A step-by-step guide*. Maidenhead: Open University Press.

Supplementary Reading:

American Psychological Association (2016). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association Press.
Freeman, M., & Mathison, S. (2009). *Researching children's experiences*. New York: The Guilford Press.

Student Workload (Total 165 Hrs)

Lectures 25 hrs; Readings 20 hrs; Writing 25 hrs; Debate 15 hrs; Field Work 40 hrs; Observation 25 hrs; Hands-On Work 10 hrs; Resource Review 20 hrs; Research Review 40 hrs; Oral Sharing 20 hrs. *Total workload is 240 hours*

Planned Learning Activities & Teaching Methods

Field Study; Telling / Explaining; Discussion/Debate; Questioning; Reading; Peer Teaching; Scaffolding/Coaching; Problem Solving; Inquiry; Collaborative Learning; Oral Presentation; Brainstorming; Hands-on Activities; Web Searching; 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. You are expected to attend the class and participate in the field work on a regular basis and on time. It is your responsibility to keep in touch about the emergencies prior to class and the field work days. Exceeding 10% of attendance for the course days with unexcused absences will result in 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. Late assignments will only be accepted in unusual circumstances (e.g., documented illness). In all other cases, %10 of the total point will be reduced per day for late work, 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 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 through Moodle. 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

IRB Application Package (%10)

In this class you will develop an understanding 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 application by the end of October because **you can never start any of your research activities before obtaining a HREC approval.**

Check Point Papers (% 50; %10 for each)

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.

Final Research Paper (%40)

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. Your paper will include:

A justification of your question with an introduction,

A review of the literature,

A description of your methods of inquiry,

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

The implications of your research for your teaching as well as the lessons you have learned from engaging in action research.

In this final section, I also want you to discuss how you are thinking about yourself as a teacher-researcher with this course and your project.

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

Grading Rubrics

Rubrics for field observation and grading rubrics will be presented and clarified in class in a timely manner before they are due.

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
Final Research Paper	%40	CB	75-79
		CC	70-74
		DC	60-69
		DD	50-59
		F	0-49
		FX	Both absent and unsuccessful

COURSE ASSESSMENT & LEARNING OUTCOMES MATRIX

Assignments

Review and Share

Service Report I & II

Active Engagement

Course Learning Outcomes

#1, #2, #3

#1, #2, #3, #4, #5

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

Course Schedule

TED University Calendar	Course Topic	Course Assignment(s)
September 30	Introduction to action research in early childhood education	In Class Readings: Chapter 1: Choose a social practice to change or improve by Mac Naughton & Hughes
October 7	Formulation of research question	Chapter 2: Ask a question about your chosen social practice by Mac Naughton & Hughes Chapter 3: Learn more about the action research family by Mac Naughton & Hughes Observation in the school: Taking field notes
October 14	Ethics of Doing Research	Chapter 5: Learn more about your ethical responsibilities by Mac Naughton & Hughes Chapter 2: Negotiating access for research with children by Freeman & Mathison Start working on your IRB application Observation in the school: Taking field notes
October 21	Human Subject Review Board	Chapter 5: Ethical challenges in Social Constructivist research with children by Freeman & Mathison Check Point 1: Research Ideas & Formulation of the Research Question

		Observation in the school: Taking field notes
October 28	Reviewing Literature: How to conduct a critical review and write a synthesis of the literature	Chapter 4: Learn more about your topic from literature review by Mac Naughton & Hughes
November 4	Defining your role as a <i>teacher-researcher</i>	<p>Chapter 3: Recruiting child participants by Freeman & Mathison</p> <p>Chapter 4: Defining researcher roles in research with children by Freeman & Mathison</p> <p>Chapter 6: Learn about reflection, critical reflection and practice by by Mac Naughton & Hughes</p> <p>Submit your application after receiving feedback</p> <p>IRB Application Package Deadline due on October 25, 2016 8 p.m.</p>
November 11	How to collect data: <i>How to collect data in your own classroom – and in other settings</i>	<p>Chapter 10: Gather baseline data by Mac Naughton & Hughes</p> <p>Check Point 2: Literature Review Section</p>
November 18	How to collect data from child participants	<p>Chapter 6: Interviewing by Freeman & Mathison</p> <p>Chapter 7: Art and photography by Freeman & Mathison</p>
November 25	How to analyze data	Check Point 3: Methodology

		Section Chapter 9: Analyzing data by Freeman & Mathison
December 2	How to draw interpretations out of data	Chapter 12: Analyze your data by Mac Naughton & Hughes
December 9	How to arrive conclusions and consider the implications of our research	Check Point 4: Discussion Section Chapter 14: Draw conclusions from your analysis by Mac Naughton & Hughes
December 16	Limitations of our research What's next: New research questions	-
December 23	Children's voice in research	Chapter 10: Children as researchers by Freeman & Mathison Check Point 5: Draft of the final research paper
December 30	Course Reflections	Chapter 16: Share the lessons of your project by Mac Naughton & Hughes

**This syllabus and the schedule are subject to changes.*