George Mason University
Graduate Course Approval/Inventory Form

Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordination Form on page 2, if changes in this course will affect other units.

Please indicate: _X_ NEW ___ MODIFY ___ DELETE

Local Unit: Graduate School of Education
Graduate Council Approval Date:

Course Abbreviation: EDCI
Course Number: 626

Full Course Title: Action Research in Gifted Education

Abbreviated Course Title (24 characters max.): Action Rsearch: Gifted Ed

Credit hours: 3
Program of Record: Gifted Child Education

Repeatable for Credit? ___ D=Yes, not within same term Up to hours
___ T=Yes, within the same term Up to hours
_X_ N=Cannot be repeated for credit

Activity Code (please indicate): _X_ Lecture (LEC) ___ Lab (LAB) ___ Recitation (RCT)
___ Studio (STU) ___ Internship (INT) ___ Independent Study (IND)

Catalog Credit Format 3 : 3 : 0
Course Level: GF(500-600) _X_ GA(700+)

Grade Type: _X_ GR: graduate grading, normal (A, A-, B+, B, C, F, IN, AB)

Maximum Enrollment: 20
For NEW courses, first term to be offered: Spring 2004

Prerequisites: none

Catalog Description (35 words or less) Please use catalog format and attach a copy of the syllabus for new courses:

EDCI 626 Action Research in Gifted Education (3:3:0). Provides an opportunity for students to identify and investigate a school-based problem; and apply inquiry, writing, and research skills to a relevant issue or concern in gifted education.

For MODIFIED or DELETED courses as appropriate:

Last term offered: Previous Course Abbreviation: Previous number:
Description of modification:

APPROVAL SIGNATURES:
Submitted by: ___________________________ email: ________________
Department/Program: ___________________________ Date: ________________
College Committee: ___________________________ Date: ________________
Graduate Council Representative: ___________________________ Date: ________________
GEORGE MASON UNIVERSITY
Course Coordination Form

Approval from other units:

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

<table>
<thead>
<tr>
<th>Unit: none</th>
<th>Head of Unit’s Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit:</td>
<td>Head of Unit’s Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Unit:</td>
<td>Head of Unit’s Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Unit:</td>
<td>Head of Unit’s Signature:</td>
<td>Date:</td>
</tr>
<tr>
<td>Unit:</td>
<td>Head of Unit’s Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Graduate Council approval: ____________________________ Date: __________

Graduate Council representative: ________________________ Date: __________

Provost Office representative: _________________________ Date: __________
EDCI 626: Action Research in Gifted Education

Course Instructors: Dr. Beverly D. Shaklee, Professor  
Dr. M. Layne Kalbfleisch, Assistant Professor

Course Description: Qualitative research attempts to describe and interpret some human phenomenon and varies according to the research paradigm, methods, and assumptions. During this course, students will identify and investigate a school-based problem related to gifted education by conducting an action research study in their local school. The major goal for this course is to provide an opportunity for students to apply inquiry, writing and research skills to a relevant issue or concern in gifted education. The final product for the course will be the development of a grant proposal, an article for publication in a professional journal, or a formal report to a local administrative body based on preliminary findings from individual projects.

Standards: This course is designed around the program standards endorsed by the National Association for Gifted Children (2001) as well as the Virginia Licensure Regulations for School Personnel (1998) and specifically addresses 8VAC 20-21-270: Gifted Education (add-on endorsement) standards. Depending upon the research questions generated by students, the class has the potential to address the following standards:

National Association for Gifted Children (Landrum, Callahan and Shaklee, 2001).
Standard 1: Curriculum and Instruction
A well-defined and implemented curriculum scope and sequence should be articulated for all grade levels and all subject areas.
Standard 6: Professional Development
All personnel working with gifted learners must be certified to teach in the area to which they are assigned, and must be aware of the unique learning differences and needs of gifted learners at the grade level at which they are teaching.
Standard 7: Student Identification
4. All student identification procedures and instruments must be based on current theory and research; student assessment data should come from multiple sources and include multiple assessment methods; student assessment data should represent an appropriate balance of reliable and valid quantitative and qualitative measures.

Virginia Department of Education: Gifted Education
2. Understanding the characteristics of gifted students including: (p 39).
   a. Varied expressions of advanced aptitudes, skills, creativity, and conceptual understandings
   b. Methodologies that respond to the affective (social emotional) needs of gifted students; and
   c. Gifted behaviors in special populations students (i.e. those who are culturally diverse, low income, or physically disabled).
6. Understanding of contemporary issues and research in gifted education, including:
   a. The systematic gathering, analyzing, and reporting of formative and summative data; and
   b. Current local, state, and national issues and concerns
7. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.

Course Goals:

Participants in this course will demonstrate their competency in the following areas:

1. Formulating an appropriate research question
2. Designing a manageable and appropriate methodology

3. Gathering data utilizing one or more formal qualitative methods

4. Analyzing the results utilizing a qualitative methodology

5. Sharing findings in a constructive format appropriate to the study


All participants will be expected to:

a) demonstrate their knowledge of theoretical foundations of qualitative research methodologies introduced in action research through informed participation in class discussions, presentations, and products.
b) demonstrate their competency as an action researcher through the formation, implementation, and evaluation of their projects.
c) demonstrate their understanding of research issues in the field as they related to their own line of inquiry through a response journal

Grading Scale: 94-100 = A, 90-93 = A-, 86-89 = B+, 80-85 = B-, 70-79 = C, Below 70 = F

Sample Assignments and Assessments:

1. Response Journal -- Each participant will record a response journal during the course. Journals will reflect participants’ analysis of:
   a. Research methodologies (i.e. Eriksen, Corbin & Strauss, Lincoln & Guba)
   b. Reflection on reading that identifies key understandings and application of the research
   c. What the participant chooses to incorporate into their own personal philosophy of research

2. Presentation on Findings from Action Research project.
   Participants will develop a power point presentation that presents their experimental design, methodologies, and findings. The presentations will be assessed according to:
   a. Ability to translate research into practical implications
   b. Clarity of explanation
   c. Accuracy of how your presentation reflects the current knowledge of the field.

3. Final product: grant proposal, article, or report based upon findings from the action research project. Choice of product will be the most appropriate audience for the research undertaken by the participant.

Mode of Course Delivery:

Course delivery will be through mini-lecturers, experiential activities, small group discussion based on professional interests and research based questions that can be examined through action research projects, whole class discussions or student presentations. Course discussions may also take place via e-mail, chat rooms or an electronic bulletin board. Instructors will also be available for face-to-face discussions.

Required Texts:


**Required Articles:**


**Selected Readings From:**
