



RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

**COURSE TITLE: ECED 662-01: SEMINAR IN EARLY CHILDHOOD
EDUCATION RESEARCH, (3) SUMMER 2010**

Instructors: Mary Ellen McGuire-Schwartz, Ed.D.

Department: Elementary Education, Chair: Dr. Patricia Cordeiro, 456-8626

1. **CATALOG 2009-2011:**

COURSE INFORMATION

Catalog Description: Students gain increased professional knowledge and competencies in finding, assessing, applying, and presenting data related to selected major topics in the field of early childhood education. The creation and defense of a major paper are required.

Emphasis is placed on understanding issues, literature, and research in early childhood education and child development in children from birth to eight. This seminar enables students to gain professional knowledge and competency in analyzing, creating, and presenting research on selected child development topics such as: assessment, classroom environments, curriculum, inclusion, teacher competencies and standards, typical and atypical development, cultural influences, community violence, child abuse and neglect, trauma, multicultural issues, diversity, the media and television violence, parent involvement, parenting, play, risk and protective factors, physical, social, emotional, and cognitive development, technology, public policy, and global perspectives. As a part of this course, students will explore research methodology, conduct a small-scale research study, and present it in class. Through the creation and defense of a major research paper, students have opportunities to increase their knowledge of child development, to improve their ability to communicate more effectively, and to enhance their professionalism.

<i>Learning Objective</i>	<i>Standards (RIPTS, SPA or NCATE, FSEHD Conceptual Framework)</i>	<i>How is it assessed?</i>
1. Demonstrate an understanding of FSEHD's Conceptual Framework with specific focus on areas related to the field of early childhood education, reflective practice, knowledge of child development, pedagogy, diversity, technology, global perspectives, and performance assessment.	NAEYC Standards 1, 2, 4, 5 Tools 1, 2,3, 4 Knowledge: Domain Specific Knowledge, Information Literacy, Contextual Perspective, Professional Awareness, Practice: Evidence Based Decision Making, Technology Use, Diversity of Practice, Pedagogy, Global Perspectives;	Small-scale Research Study and Poster Presentation Project Lead Issues Discussion on Research Articles
2. Identify models and analysis tools used to create acceptable research data, identify the criteria used to evaluate research, and evaluate research.	NAEYC 1, 3, 4, 5; NAEYC Tools 5, 6 Knowledge: Domain Specific Knowledge, Information Literacy, Contextual Perspective, Professional Awareness, Practice: Evidence Based Decision Making, Technology Use, Diversity of Practice	Small-scale Research Study and Poster Presentation Project Research Paper

3. Locate, collect, interpret, critique, apply, and present research findings from primary and secondary research, including the Internet.	NAEYC 4, 5; NAEYC Tools 4, 5, 6 Knowledge: Domain Specific Knowledge, Information Literacy, Contextual Perspective, Professional Awareness, Practice: Evidence Based Decision Making, Technology Use, Diversity of Practice Technology, Knowledge, Reflective Practice	Lead Issues Discussion on Research Articles Research Paper
4. PLAN, ACT, and REFLECT, as well as analyze, react to, and report about currently important/critical issues and concerns in early childhood education.	Standards, NAEYC 1, 3, 4, 5; NAEYC Tools 1, 2, 3, 4, 5, 6 Knowledge: Domain Specific Knowledge, Information Literacy, Contextual Perspective, Professional Awareness, Practice: Evidence Based Decision Making, Technology Use, Diversity of Practice Technology, Knowledge, Reflective Practice	Research Paper Lead Issues Discussion on Research Articles
5. Conduct a small-scale research study including a literature review with primary sources, methodology, assessment methods, and analysis with findings.	NAEYC 1, 3, 4, 5; NAEYC Tools 2, 4, 5, 6 Knowledge: Domain Specific Knowledge, Information Literacy, Contextual Perspective, Professional Awareness, Practice: Evidence Based Decision Making, Technology Use, Reflective Practice	Small-scale Research Study and Poster Presentation Project
6. Show increased initiative, strength, and confidence in communicating and defending ideas as a reflective practitioner/researcher, including the creation and presentation of a research paper.	NAEYC 1, 3, 4, 5; NAEYC Tools 3, 6, 8, 9 Knowledge: Domain Specific Knowledge, Information Literacy, Contextual Perspective, Professional Awareness, Practice: Evidence Based Decision Making, Technology Use, Reflective Practice	Research Paper
7. Identify major developmental milestones and issues in children’s physical, social, emotional, and cognitive growth and present primary research articles on a particular aspect of development.	NAEYC 1, 2, 3, 4, 5; NAEYC Tools 4, 5,6 Knowledge: Domain Specific Knowledge, Information Literacy, Practice: Evidence Based Decision Making, Technology Use, Reflective Practice, Assessment	Research and present current research articles. Compare and contrast samples, methodologies, and findings.

2. COURSE TEXTS AND MATERIALS

Required:

Mertler, C.A. & Charles, C.M. (2008). *Introduction to educational research* (6th ed.). Boston: Pearson Education.

Handouts, research journal articles and other readings, as required.

Recommended:

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.

Paciorek, Karen M. (ed.) (2002). *Taking sides: Clashing views on controversial issues in early childhood education*. Guilford, CT: McGraw-Hill/Dushkin.

3. COURSE CALENDAR

<i>Day/week</i>	<i>Class topic</i>	<i>Readings</i>	<i>Assignments</i>
Week1	Introduction, Orientation, Syllabus, Conceptual Framework	Ch. 1 & 2 (M&C) Ch. 3 (M&C)	
Week 2	Research Issues and Ethics Research Skills/Ecological Research	Ch. 3 & 4 (M&C)	Research Articles Presentation Research Review and Issues Discussion
Week 3	Research Tools/Analyzing Data	Ch. 5-6 (M&C) Ch.7-8 (M&C)	Research Paper Proposal Due
Week 4	Preparing Research Report Research Designs/Ecological Research	Ch. 9-11 (M&C)	Research Paper Due Research Study Proposal Due
Week 5	Discuss Research Study Proposal, Research Procedures and Exemplars, Quantitative/Qualitative Research	Ch. 12-14 (M&C)	Literature Review Due
Week 6	Research Study, Action Research and Evaluation	Ch. 15-16 (M&C)	Research Study

4. REQUIREMENTS

Read: Texts, journal articles, and class handouts. Participate fully in seminar discussions on topics.

Hybrid Course: Participate weekly on Skype and Blackboard Discussions on the readings. Post all assignments on Blackboard. Fully attend and participate in all aspects of the class. This is a six week summer course. Attendance at all class meetings and online Skype meetings is mandatory.

Lead: A seminar Issues Discussion when presenting the Research Review on Development..

Research Review on Development and Presentation: Present a review of current research articles (3-5) on some aspect of child development. Compare and contrast samples, methodologies, findings, etc.

Small-scale Research Project: Conduct a small-scale research project including an abstract, a research question, literature review, methodology, results/findings, bibliography, and implications with a poster presentation.

Research Paper: Write a research paper using primary sources about an issue or concern in early childhood development.

Blackboard: Use available web tools and resources including Blackboard resources (e-mail, presentations, discussion, and chat), Skype, PodCast, SeedWiki and other available resources to complete work and communicate with classmates and instructor. Weekly communication and participation on Blackboard is required. All assignments must be posted on Blackboard by the date due. All RIC students must maintain RIC email accounts and use the regularly for College communications.

Performance Assessments:

Performance	Course Outcomes	SPA Standards	SPA Tools	Conceptual Framework
Attendance, Preparation, Participation on Discussion Board	All	NAEYC 1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7	Professionalism Knowledge Diversity
Research Articles	3	NAEYC 4, 5	4, 5, 6, 7	Professionalism Knowledge, Diversity
Research Paper and Presentation	2, 3,	NAEYC 4, 5	3, 4, 5, 6	Diversity, Knowledge, Plan-Act-Reflect, Professionalism
Issues Discussion on Blackboard of Research Articles	2, 3	NAEYC 1, 2, 3, 4,	1, 2, 3, 4, 5, 6, 7	Professionalism Practice, Knowledge, Reflection, Diversity
Research Study	All	NAEYC 1, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 9	Professionalism Knowledge, Practice, Reflection, Diversity

Course Evaluation:

Assignment	Points
Research Review on Development and Issues Discussion	20
Research Paper/Presentation	30
Research Study and Presentation	40
Discussion Board, Attendance and Participation	10

Course Grading

Grading Scale:

A = 95 and above; A- = 90-94
B+ = 86-89; B = 83-85; B- = 80-82
C+ = 76-79; C = 73-75; C- = 70-72
D+ = 66-69; D = 63-65; D- = 60-62
F = less than 60

5. RIC POLICIES

- Academic Dishonesty Policy (*Rhode Island College Handbook of Policies, Practices, and Regulations* (Spring 2010), Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.):
http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf#28
- Request for Reasonable Accommodations for Students with Disabilities: <http://www.ric.edu/disabilityservices/fag.php>
- The instructor reserves the right to change the syllabus at any point in the semester to accommodate learners' needs and pace of progress. Students will be notified in class of any changes.
- Students' assignments may be duplicated and utilized anonymously for the Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.