



Navajo Technical University
PO Box 849, Crownpoint, NM 87313

<http://www.navajotech.edu>

Tel: (505) 387-7401

Course Title: Research in Child Growth, Development, & Learning
Course #: ECED 3105

Credit Hours: 3 (Three)
Semester: Spring 2022

Faculty: Mr. Franklin J. Elliott, M.Ed.
Office: Chinle NTU: Building E: Room 107
Office Hours:

E-mail: felliott@navajotech.edu
Office Phone: 928-882-3146

- Tuesday, Wednesday, & Thursday: 3:00 – 5:00 pm
- <https://us02web.zoom.us/j/83995229446>
 - Meeting ID: 839 9522 9446
 - Passcode: 458627
 - One tap mobile: 669-906-6833

Preferred Communication: Email

Modality: Hybrid

Class Location and Meeting Times: Chinle NTU: Building E: Room 106 & Zoom

Meeting Hours and Online Hours: Saturday: 1:00 pm – 4:00 pm

Join Zoom Meeting:

- <https://us02web.zoom.us/j/88453953623>
 - Meeting ID: 884 5395 3623
 - Passcode: 814667
 - One tap mobile: 1-346-248-7799

Required Materials:

Textbooks:

Mills, Geoffrey E. (2018). **Action Research: a guide for the teacher researcher (6e)**. Pearson.
ISBN: 978-0-13-452303-3

Additional Materials:

Machi, L. A. & McEvoy, Brenda T. (2016). **The Literature Review: six steps to success (3e)**.
Corwin: Sage Publishing Company. ISBN: 978-1-5063-3624-4

Publication Manual of the American Psychological Association (7e). (2020). American
Psychological Association. ISBN: 978-1-4338-3217-8
[American Psychological Association \(Home\)](#)

[Navajo Technical University: Library](#)
[Child Care & Early Education: Research Connections](#)

Mission, Vision, and Philosophy

Mission: Navajo Technical University honors Diné culture and language, while educating for the future.

Vision: Navajo Technical University provides an excellent educational experience in a supportive, culturally diverse environment, enabling all community members to grow intellectually, culturally, and economically.

Philosophy: Through the teachings of Nitsáhákees (thinking), Nahátá (planning), Íina (implementing), and Siihasin (reflection), students acquire quality education in diverse fields, while preserving cultural values and gaining economic opportunities.

Course Description

This advanced course in child growth, development, and learning builds upon the foundational material covered in the basic course in child growth, development, and learning. An integration of major theories of child development is provided by focusing on contemporary research in all aspects of development, including bio-ecological, social affective, cognitive-learning, language-culture, and methodological aspects of research in early childhood development and education. This course focuses on preparing early childhood professionals to use empirically based to inform their teaching of young children as well as preparing teachers to be researchers in their own classrooms.

Course Outcomes	Course Assessments
Design and conduct a research project with young children utilizing one of the methodologies presented in the course.	
Demonstrate an in-depth understanding of development in young children, including the influence of context, cultural practices, and positionality in all domains of development.	
Engage in critical reflection, especially as it pertains to conducting ethical research with vulnerable populations, such as children.	
Identify appropriate assessment measures, in support of the chosen research methodology, to aid in gathering of data for research study.	

Course Competencies:

This course is part of the New Mexico Early Childhood Education and Development Articulation Catalog of Courses and Program. The following objectives are taken from the New Mexico Public Education Department’s Common Core Competencies for early childhood professionals. Upon completion of this course, students will be able to demonstrate the following competencies at the established level of proficiency:

- Incorporate understanding of developmental stages, processes, and theories of growth, development, and learning into developmentally appropriate practice. (A.1)

- Demonstrate knowledge of the interaction between maturation and environmental factors that influence physical, social, emotional, cognitive, and cultural domains in the health development of each child. A.2
- Demonstrate knowledge of the significance of individual differences in development and learning. Demonstrate knowledge of how certain differences may be associated with rates of development and developmental patterns associated with developmental delays and/or specific disabilities. A.3
- Demonstrate knowledge of the similarities between children who are developing typically and those with diverse abilities. A.4
- Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family, culture, and society. A.6
- Articulate an understanding of the distinctions and definitions of assessment concepts (*e.g., authentic, screening, diagnostic assessment, standardized, testing, accountability, assessment*). F.6
- Apply understanding of assessment concepts towards selection of appropriate formal assessment measures, critiquing the limitations of inappropriate measures, and discussing assessment issues as part of interdisciplinary terms. F.7
- Demonstrate understanding of conditions of children, families, and professionals; the historical and current issues and trends; legal issues; and legislation and other public policies affecting children, families, and programs for young children and the early childhood profession. G.3
- Demonstrate critical reflection of one's own professional and educational practices from community, state, national, and global perspectives. G.4
- Demonstrate understanding of the early childhood profession, its multiple, historical, philosophical and social foundations, and how these foundations influence current thought and practice. G.5
- Demonstrate knowledge in technology resources to engage in ongoing professional development. G.7
- Articulate and apply coherent theoretical knowledge and understanding of young children's characteristics and needs as encompassing multiple, interrelated areas of children's development and learning – including physical, cognitive, social, emotional, language, and aesthetic domains, play, activity, and learning processes, and motivation to learn. H.6
- Apply a conceptual understanding of the multiple influences on development and learning to working with children, including cultural and linguistic contexts for development, children's close relationships with adults and peers, economic conditions of children and families, health status, and disabilities, children's individual developmental variations and learning styles, opportunities to play and learn, technology and the media, and family and community characteristics. H.7

- Demonstrate conceptual knowledge of the principles of standards derived from professional organizations (Zero to Three, NAEYC, DEC) for curriculum-decision making. I.15

Connections to Program Assessment (Course-Embedded Measures)
((add program assessment focus))

Course Activities

Week	Topic	Assignments
1 January 22, 2022 Class Day 1	Welcome to Class! Syllabus Review Review Blackboard Action Research Overview	Read: Mills: Chapter 1: Understanding Action Research
2 January 29, 2022 Class Day 2	Research Preparation: <ul style="list-style-type: none"> • Review Ch. 1: Understanding Action Research • Start reviewing Data and/or observation • Identify areas in research interest • Walden Video: <ul style="list-style-type: none"> ○ Introduction to Scholarly Writing: Purpose, Audience, and Evidence. 	Read: Mills: Chapter 2: Ethics
3 February 5, 2022 Project Day 1	Read: Barcelona, A. B. (2020). An Analytic Hierarchy Process for Quality Action Research in Education. IJERE. 9(3) 517-523 Write a one-page article review using the following Format: <ul style="list-style-type: none"> • Breadth: In the Breadth component of your essay, in one paragraph, explain what the author identifies as the key point. • Depth: In the depth component of your essay, in one-paragraph, identify what methods/strategies/perspectives they identify in their research. • Application: In the application component of your essay, explain how, you the teacher, will implement or integrate the method/strategies/perspectives into your practice or how it will be used in a classroom by a teacher. 	
4 February 12, 2022 Class Day 3	Review Preparation: <ul style="list-style-type: none"> • Review Ch. 2: Ethics • Walden Video <ul style="list-style-type: none"> ○ Introduction to Scholarly Writing: Finding a Scholarly Voice 	Read: Mills: Chapter 3: Deciding on an Area of Focus Mills: Chapter 4: Review of Related Literature Submit your topic for your research

		Start identifying your references for Your Literature Review will be due on Mid-Term
5 February 19, 2022 Project Day 2	<p>Read: Kay Fuller & Howard Stevenson (2019) Global education reform: understanding the movement, Educational Review, 71:1, 1-4,</p> <p>Write a one-page article review using the following Format:</p> <ul style="list-style-type: none"> • Breadth: In the Breadth component of your essay, in one paragraph, explain what the author identifies as the key point. • Depth: In the depth component of your essay, in one-paragraph, identify what methods/strategies/perspectives they identify in their research. • Application: In the application component of your essay, explain how, you the teacher, will implement or integrate the method/strategies/perspectives into your practice or how it will be used in a classroom by a teacher. 	
6 February 26, 2022 Class Day 4	<p>Review Preparation:</p> <ul style="list-style-type: none"> • Review Chapter 3: Deciding on an area of focus <p>Literature Review:</p> <ul style="list-style-type: none"> • Review Chapter 4: Review of Related Literature • Review: (Machi & McEcoy) • Step 3: Search the Literature • Step 4: Survey the Literature • Step 5: Critique the Literature • Step 6: Write the Review • Walden Video: Introduction to Scholarly Voice: Tips for Success 	<p>Read: Mills: Chapter 5: Data Collection Techniques Chapter 6: Data Collection Consideration: Validity, Reliability, and Generalizability.</p> <p>Continue searching for Your Literature Review will be due on Mid-Term</p>
7 March 5, 2022 Project Day 3	<p>Read: Prasetyo, H. E., Kurniati, V.S.D., & Kusuma, A. (2019). Teacher’s Ability in Formulating the Topic of their Classroom Action Researches. Proceeding of the 1st International Conference on Language and Language Teaching. (173-177).</p> <p>Write a one-page article review using the following Format:</p> <ul style="list-style-type: none"> • Breadth: In the Breadth component of your essay, in one paragraph, explain what the author identifies as the key point. • Depth: In the depth component of your essay, in one-paragraph, identify what methods/strategies/perspectives they identify in their research. • Application: In the application component of your essay, explain how, you the teacher, will implement or integrate the method/strategies/perspectives into your practice or how it will be used in a classroom by a teacher. 	
8 March 12, 2022 Class Day 5	<p>Mid-Term</p> <p>Submit your Research Proposal (one page)</p>	

	Submit your Literature Review References list.	
* March 17, 2022 No Class No Project Day	Spring Break	Enjoy your break: My suggestion: start your reading of your references and start your literature Review.
9 March 26, 2022 Class Day 6	Literature Review: <ul style="list-style-type: none"> ○ Review Ch. 5: Data Collection Techniques Data Analysis: <ul style="list-style-type: none"> ○ Review Ch. 6: Data Collection Consideration: Validity, Reliability, and Generalizability 	Read: Mills: Ch. 7: Data Analysis & Interpretation Ch. 8: Action Planning for Educational Change
10 April 2, 2022 Project Day 4	Read: Read your articles from your Reference List. Write a one-page article review for each article you read using the following Format: <ul style="list-style-type: none"> • Breadth: In the Breadth component of your essay, in one paragraph, explain what the author identifies as the key point. • Depth: In the depth component of your essay, in one-paragraph, identify what methods/strategies/perspectives they identify in their research. • Application: In the application component of your essay, explain how, you the teacher, will implement or integrate the method/strategies/perspectives into your practice or how it will be used in a classroom by a teacher. 	
11 April 9, 2022 Class Day 7	Data Analysis: <ul style="list-style-type: none"> ○ Review: Ch. 7: Data Analysis & Interpretation Research Development <ul style="list-style-type: none"> ○ Review: Ch. 8: Action Planning for Educational Change Review Presentation Rubric	Read: Mills: <ul style="list-style-type: none"> ○ Chapter 9: Writing up Action Research ○ Chapter 10: Evaluating Action Research ○ APA Manual 7 th Edition <ul style="list-style-type: none"> ○ Figure 2.1: Sample One – Experiment Paper (pp. 41-59)
12 April 16, 2022 Project Day 5	Read: Read your articles from your Reference List. Write a one-page article review for each article you read using the following Format: <ul style="list-style-type: none"> • Breadth: In the Breadth component of your essay, in one paragraph, explain what the author identifies as the key point. • Depth: In the depth component of your essay, in one-paragraph, identify what methods/strategies/perspectives they identify in their research. • Application: In the application component of your essay, explain how, you the teacher, will implement or integrate the method/strategies/perspectives into your practice or how it will be used in a classroom by a teacher. 	
13 April 23, 2022 Class Day 8	Research Development <ul style="list-style-type: none"> ○ Review: Ch. 9: Writing up Action Research ○ Review: Ch. 10: Evaluating 	Research Development Time

	<ul style="list-style-type: none"> ○ Action Research Review: <ul style="list-style-type: none"> ○ APA Manual: Fig. 2.1 	
14 April 30, 2022 Project Day 6	Read: Read your articles from your Reference List. Write a one-page article review for each article you read using the following Format: <ul style="list-style-type: none"> • Breadth: In the Breadth component of your essay, in one paragraph, explain what the author identifies as the key point. • Depth: In the depth component of your essay, in one-paragraph, identify what methods/strategies/perspectives they identify in their research. • Application: In the application component of your essay, explain how, you the teacher, will implement or integrate the method/strategies/perspectives into your practice or how it will be used in a classroom by a teacher. 	
15 May 7, 2022 Class Day 9	Research Development Time: <ul style="list-style-type: none"> ○ Zoom in if you need assistance Research Presentation Time	Submit your Final Paper
16 Wed: May 11, 2022 3:00 pm – 5:00 pm Project Day 7	Final Exam Those that are granted extensions will be given this time to Present their research. (Extensions will only be granted for immediate family Medical, Bereavement, and Court Duties and must present documentation.) A different Zoom link will be set up and shared for this session.	

Grading Plan

A = 100-90%
B = 89-80%
C = 79-70%
D = 69-60%
F = 59% or less

Grading Policy

Students must do their own work. Cheating and plagiarism are strictly forbidden. Cheating includes (but is not limited to) plagiarism, submission of work that is not one's own, submission or use of falsified data, unauthorized access to exams or assignments, use of unauthorized material during an exam, or supplying or communicating unauthorized information for assignments or exams.

Participation

Students are expected to attend and participate in all class activities. Points will be given to students who actively participate in class activities including guest speakers, field trips, laboratories, and all other classroom events.

Cell phone and headphone use

Please turn cell phones off **before** coming to class. Cell phone courtesy is essential to quality classroom learning. Headphones must be removed before coming to class.

Attendance Policy

Students are expected to attend all class sessions. If more than ten minutes late, students will be counted as absent. A percentage of the student's grade will be based on class attendance and participation. Absence from class, regardless of the reason, does not relieve the student of responsibility to complete all course work by required deadlines. Furthermore, it is the student's responsibility to obtain notes, handouts, and any other information covered when absent from class and to arrange to make up any in-class assignments or tests if permitted by the instructor. Incomplete or missing assignments will necessarily affect the student's grades. Instructors will report excessive and/or unexplained absences to the Counseling Department for investigation and potential intervention. **Instructors may drop students from the class after three (3) absences unless prior arrangements are made with the instructor to make up work and the instructor deems any excuse acceptable.**

Study Time Outside of Class for Face-to-Face Courses

For every credit hour in class, a student is expected to spend two hours outside of class studying course materials.

Study Time for Hybrid or Blended Courses

For a hybrid or blended course of one credit hour, a student is expected to spend three hours per week studying course materials.

Study Time for Online Courses

For an online course of one credit hour, a student is expected to spend four hours per week studying course materials.

Academic Integrity

Integrity (honesty) is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and bring discredit to the University community. Avoid situations likely to compromise academic integrity such as: cheating, facilitating academic dishonesty, and plagiarism; modifying academic work to obtain additional credit in the same class unless approved in advance by the instructor, failure to observe rules of academic integrity established by the instructor. **The use of another person's ideas or work claimed as your own without acknowledging the original source is known as plagiarism and is prohibited.**

Diné Philosophy of Education

The Diné Philosophy of Education (DPE) is incorporated into every class for students to become aware of and to understand the significance of the four Diné philosophical elements, including its affiliation with the four directions, four sacred mountains, the four set of thought processes and so forth: Nitsáhákees, Nahát'á, Íina and Siih Hasin which are essential and relevant to self-identity, respect and wisdom to achieve career goals successfully.

At NTU's Zuni Campus, the A:shiwi Philosophy of Education offers essential elements for helping students develop Indigenous and Western understandings. Yam de bena: dap haydoshna: akkya hon detsemak a:wannikwa da: hon de:tsemak a:ts'umme. *Our language and ceremonies allow our people to maintain strength and knowledge.* A:shiwi core values of hon i:yyułashik'yanna:wa (respect), hon delank'oha:willa:wa (kindness and empathy), hon i:yyayumola:wa (honesty and trustworthiness), and hon kohoł lewuna:wediyahnan, wan hon kela i:tsemanna (think critically) are central to attaining strength and knowledge. They help learners develop positive self-identity, respect, kindness, and critical thinking skills to achieve life goals successfully.

Students with Disabilities

Navajo Technical University is committed to serving all students in a non-discriminatory and accommodating manner. Any student who feels that she or he may need special accommodations should contact the Accommodations Office (<http://www.navajotech.edu/student-services#accomodations-services>) in accordance with the university's Disability Accommodations Policy (see [http://www.navajotech.edu/images/about/policiesDocs/Disability Exhibit-A 6-26-2018.pdf](http://www.navajotech.edu/images/about/policiesDocs/Disability_ Exhibit-A_ 6-26-2018.pdf)).

Email Address

Students are required to use NTU's email address for all communications with faculty and staff.