

EDLPS 526: INTRODUCTION TO EDUCATIONAL INQUIRY

Friday 8:30-10:50 a.m.

3 Credits (Credit/No Credit)

PACCAR Hall 192

EXED 110 (breakout room as needed)

Philip Bell

Miller 312F

221-3642

pbell@uw.edu

Office hours: by appointment

Deborah Kerdeman

Miller 303B

221-3436

kerdeman@uw.edu

By appointment...

Gonzalo Guzman, TA

Miller 309

221-3432

gonzog@uw.edu

By appointment...

If you would like to request academic accommodations due to a disability, please contact Disabled Student Services, 448 Schmitz, 543-8924 (V/TDD). If you have a letter from Disabled Student Services indicating you have a disability that requires academic accommodations, please present the letter to Debby and Phil so that we can discuss the accommodations you might need for class.

I. THE COURSE: AIMS AND OVERVIEW

Last quarter, EDLPS 525 provided an intensive introduction to the world of educational inquiry. We compared and contrasted epistemological assumptions about knowing and knowledge that inform three different research families, and we considered the variety of purposes and interests (implicit and explicit) that educational research reflects and shapes. We also practiced the skill of reflection and engaged in critical thinking and writing.

This quarter in EDLPS 526, we will concentrate on "inquiry-in-action." Specifically, the course will:

- Probe assumptions about epistemology and the aims of educational inquiry from the perspective of scholars who design, conduct, and evaluate educational research;
- Focus on research strategies we did not explicitly study last quarter in EDLPS 525;
- Provide opportunities for you to further refine and develop your own research projects;
- Consider ethical challenges and dilemmas in educational research;
- Introduce you to a range of faculty members within the College of Education.

II. FACULTY VISITS

During most sessions this quarter, individual faculty will talk with us about their own research projects. Our faculty guests draw on a range of strategies and methods including quasi-experimental research, design experiments, single-subject time-series design/applied behavior analysis, policy research, historiography, critical conceptual research, critical ethnography, and qualitative case study.

As faculty guests prepare their presentations, we are asking them to keep the following ten questions in mind. You'll notice that while these questions address the substantive topic of the faculty guests' research, they focus primarily on methodological issues and judgments:

10 Methodological Questions for Faculty Presentations

- 1.) What prompted your study? What, exactly, did you want to find out, and why? Was your research funded? If so, who funded it?
- 2.) Why did you choose this particular methodology (or methodologies)? Did you consider alternative approaches? Why did you rule them out?
- 3.) What sorts of things are important to keep in mind when undertaking research using your particular methodology?
- 4.) How did you go about formulating your research question(s)?
- 5.) What is the conceptual framework, theoretical lens, or research literature that you draw on?
- 6.) How are claims justified, according to your methodology? On what basis do you feel your conclusions and generalizations are warranted?
- 7.) What problems/obstacles did you encounter along the way that proved to be especially challenging? How did you meet these challenges?
- 8.) Did you encounter any ethical challenges? If so, what were they, and how did you deal with them?
- 9.) How was your study received? Any interesting feedback or criticisms? How did you respond?
- 10.) What did you learn about educational inquiry as a consequence of conducting your investigation?

Schedule for Faculty Visits

Student Introduction of Faculty Guest: Each week, one student will offer a *2-minute* introduction of the day's faculty guest. (If you would like to introduce one of our faculty guests, sign up with Gonzalo during our first class on January 11.)

Readings and Faculty Presentation: Following the student introductions, our faculty guests will present their research. Faculty presentations will center on a set of published research articles/chapters, which the faculty guest will provide. In addition to the faculty member's published research, weekly readings will include chapters from our course textbook, *Complementary Methods*. The *Complementary Methods* chapters explain the different methodologies that our faculty guests employ in their research. It will be important for you to complete all of the weekly readings prior to coming to class.

Student Questions and Faculty Responses: After each faculty guest's presentation, you will have an opportunity to generate questions. Our faculty guests will review and respond to your questions during a whole-group "Q-and-A" session.

Sometimes, you will meet in small groups to generate your questions. As you listen to the faculty presentations prior to meeting in small groups, jot down any methodological questions that occur to you. Refer to the "Ten Questions for Faculty," noted on p. 2. When the faculty guest finishes his/her presentation, you will gather in your small groups to share your individual questions and thoughts. The goal of your small-group conversation is to formulate 1-2 questions from your group. Representatives from your small group will write your group's questions on the board. Representatives: be sure to include the names of your group members along with your question(s).

This year, we may experiment with other strategies for formulating questions, in addition to working in small groups. Stay tuned!

Typical schedule for faculty visits

8:30-8:35	Introduction of faculty speaker by a student volunteer
8:35-9:20	Faculty presentation
9:20-9:45/10:00	Students discuss faculty guest's presentation and formulate questions (small group meetings, etc.)
Before 10:00	Break
10:00-10:50	Whole-group "Question-and-Answer" with faculty speaker based on student-generated questions

III. COURSE REQUIREMENTS

1. Weekly Reading. Complete *all* readings for the week *before* you come to class.
2. Active Participation. Please come to class prepared to ask questions and to engage our faculty guests about methodology in education research.
3. Regular Attendance and Make-up Reflection Papers. There are no weekly reflection papers this quarter. *However*, if unavoidable circumstances prevent you from attending class, you are required to submit a short make-up reflection paper (no more than two pages, double-spaced, 12-point font) that focuses on one issue or question from the week's readings. Please email your reflection to Debby *no more than one week following the session that you missed*: kerdeman@u.washington.edu. We have not made folders to collect reflection papers on catalyst this quarter. Therefore, *do not upload your make-up reflection paper to the course website. Email your paper directly to Debby.*
4. End-of-Quarter Exercise. This assignment builds on the End-of-Quarter Exercise that you developed for EDLPS 525. A complete description of this project will be distributed on the first day of class. *The course website contains a folder where you can upload your end-of-quarter exercise.* Upload your End-of-Quarter Exercise to the course website ***by the start of class on Friday, March 15, 2012.***

IV. GRADING

This class is graded "Credit/No Credit." To receive credit for this course, you must:

1. Attend and participate in class, which includes completing all assigned readings. More than 3 absences during the quarter may result in a grade of "Incomplete."
2. Submit acceptable reflection papers for all class sessions that you miss.
3. Submit an acceptable End-of-Quarter exercise by the due-date.

V. COURSE MATERIALS

Two sets of materials are required for this course:

1. The text you already have from last quarter
Judith L. Green, Gregory Camilli, and Patricia B. Elmore (Eds.). (2006). *Handbook of Complementary Methods in Education Research*. Published for the American Educational Research Association by Lawrence Erlbaum, Inc.: Mahwah, NJ.
2. Additional course readings posted on e-reserves
A link to the course e-reserves can be found on the course website (same link as last quarter): <https://sites.google.com/site/uwedlps525/>

CALENDAR OF COURSE READINGS AND CLASS DISCUSSIONS

Key: CM = *Complementary Methods* textbook; E = E-reserves posted on course website

#1 JANUARY 11

Introduction to the Quarter

Ethics in Educational Research

Ethics Panel: Sue Nolen, Jim Mazza, Manka Varghese

- 1.) Joan E. Sieber & Barbara Stanley. (1988). Ethical and Professional Dimensions of Socially Sensitive Research. *American Psychologist*, 43(1), 49-55. [E]

Optional

Kenneth A. Strike (2006). The Ethics of Educational Research. [CM text, Chapter 3, pp. 57-73]

Optional

AERA Draft Code of Professional Ethics, August 2010 [E]

#2 JANUARY 18

Quasi-Experimental Design

Deb McCutchen

- 1.) Deborah McCutchen, Robert D. Abbott, Laura B. Green, S. Natasha Beretvas, Susanne Cox, Nina S. Potter, Teresa Quiroga, and Audra L. Gray. (2002). Beginning Literacy: Links Among Teacher Knowledge, Teacher Practice, and Student Learning. *Journal of Learning Disabilities* 35 (1), 69-86. [E]
- 2.) William R. Shadish. (2006). Quasi-Experimental Design. [CM Text, Chapter 32, pp. 539-550]

#3 JANUARY 25

Design Experiments

Megan Bang

- 1.) M. Bang, A. Marin, L. Faber, and E. Suzokovich. (Forthcoming, *Urban Education*). Repatriating Indigenous Technologies in an Urban Indian Community. [E]
- 2.) Alan Schoenfeld. (2006). Design Experiments. [CM Text, Chapter 11, pp. 193-205]

4 FEBRUARY 1
Single-Subject Time-Series Design/ Applied Behavioral Analysis
Carol Davis

- 1.) Carol Ann Davis, Michael P. Brody, Richard Hamilton, Mary A. McEvoy, and Robert E. Williams. (1994). Effects of High-Probability Requests on the Social Interactions of Young Children with Severe Disabilities. *Journal of Applied Behavior Analysis* 27(4), 619-637. [E]
- 2.) Donald M. Baer, Montrose M. Wolf, and Todd R. Risley. (1968). Some Current Dimensions of Applied Behavior Analysis. *Journal of Applied Behavior Analysis* 1(1), 2-8. [E]

#5 FEBRUARY 8
Policy Research
Marge Plecki

- 1.) Margaret L. Plecki, Ana M. Elfers, and Yugo Nakamura. (2012). Using Evidence for Teacher Education Program Improvement and Accountability: An Illustrative Case of the Role of Value-Added Measures. *Journal of Teacher Education* 63(5), 318-334. [E]
- 2.) Margaret E. Goertz. (2006). Policy Analysis: Studying Policy Implementation. [CM text, Chapter 41, pp. 701-710]

#6 FEBRUARY 15
Historiography
Nancy Beadie

- 1.) Nancy Beadie. (2008). Presidential Address: Education and the Creation of Capital: *or* What I Have Learned From Following the Money. *History of Education Quarterly* 48 (1), 1-29. [E]
- 2.) Nancy Beadie. (1993). Emma Willard's Idea Put to the Test: The Consequences of State Support of Female Education in New York, 1819-67. *History of Education Quarterly* 33 (4), 543-562. [E]
- 3.) John L. Rury. (2006). Historical Research in Education. [CM text, Chapter 19, pp. 323-332]

#7 FEBRUARY 22
Critical Conceptual Inquiry
James Banks

- 1.) James A. Banks. (1993). The Canon Debate, Knowledge Construction, and Multicultural Education. *Educational Researcher* 22(5), 4-14. [E]
- 2.) James A. Banks. (2006). Researching Race, Culture, and Difference: Epistemological Challenges and Possibilities. [CM text, Chapter 44, pp. 773-793]

#8 MARCH 1
Critical Ethnography
Filiberto Barajas-Lopez

- 1.) Filiberto Barajas-Lopéz. (Under Review). Mexican Immigrant Students' Schooling Experiences and the Construction of Disengagement in Mathematics Learning Contexts. [E]
- 2.) Kathryn M. Anderson-Levitt. (2006). Ethnography. [CM text, Chapter 16, pp. 279-295]

Optional:

- Jan Nesper. (2006). Finding Patterns with Field Notes. [CM text, Chapter 17, pp. 297-308]

#9 MARCH 8
Qualitative and Survey-Based Comparative Case Study
Morva McDonald

- 1.) Morva A. McDonald. (2005). The Integration of Social Justice in Teacher Education: Dimensions of Prospective Teachers' Opportunities to Learn. *Journal of Teacher Education* 56 (5), 418-435. [E]
- 2.) Kathryn M. Borman, Christopher Clarke, Bridget Cotner, and Reginald Lee (2006). Cross-Case Analysis. [CM text, Chapter 7, pp. 123-139]
- 3.) Susan Noffke and Ken Zeichner. (2006). Programs of Research in Teacher Education. [CM Text, Chapter 46, pp. 823-832]

#10 MARCH 15
Course Summary & Wrap-Up

End-of-Quarter exercises due. Upload them to the course website by the start of class.