

CEP 930-1

Fall, 2004

Monday, 4:10-7:00, 224 Erickson Hall

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EDUCATIONAL INQUIRY

Course purpose and philosophy

There are two primary goals of this introductory overview course:

The first goal is for students to develop a common sense understanding of a variety of educational inquiry methods, as well as some specific technical knowledge about selected approaches. It is hoped that students in this class will begin to become critical consumers of published research, and that they will develop practical knowledge about the options available to them in conducting their own research.

It is expected that students will develop an understanding of the fundamental issues involved in different kinds of methodological approaches from both the quantitative and qualitative traditions. It is expected as well that students will develop an appreciation of the complementary nature of quantitative and qualitative methods and the importance of multi-method approaches.

The second major goal of the course is to introduce a range of contemporary issues and problems in education research. These issues form the larger context within which inquiry methods are considered. The issues are influential in shaping the way research questions are generated, framed, and studied.

Miscellaneous other topics will be covered as well, including ethical issues in education research.

Required reading

There are two required texts:

E. C. Lagemann & L. S. Shulman (1999). *Issues in Education Research: Problems and Possibilities*. San Francisco: Jossey-Bass.

National Research Council (2002). *Scientific Research in Education*.

Committee on Scientific Principles for Education Research. R. J. Shavelson & L. Towne (eds.). Washington, DC: National Academy Press. PAPERBACK.

Meetings

Classes will be held on Wednesdays from 4:10 PM 7:00 PM in 224 Erickson Hall.

Attendance is strongly recommended. Some material covered in class will not be covered in the readings. In addition to the regularly scheduled class meetings, there may be one or at most two additional sessions held at a time chosen by the class to make up for a class or two that will not be held because of the instructor's travel commitments.

Students will not be responsible for the material covered in the make-up classes, where optional topics will be taken up.

Class sessions will be a mix of lecture and discussion (including some work in small groups). We will capitalize on learning opportunities that unexpectedly present themselves; this means we will occasionally deviate from the sequence outlined in the Tentative Schedule presented below.

Exams, assignments, and grades

There will be two exams, a mid-term and a final exam. The course grade will be determined mainly by the exam grades, although course participation may contribute to an increase in the course grade. The exams will consist of short and long essay questions. The mid-term will contain only ³open book² questions; this exam will be held in class. The final will be a take-home exam made up of essay questions. The assigned readings and the class discussions of those readings will form the basis for the test questions. Some material covered in class and not found in the readings can be expected to be included on the tests.

In addition to reading assignments there will be brief ³thought questions² occasionally assigned, mainly for the purpose of preparing for participation in upcoming class discussions or as part of small-group work.

Provisional Schedule of Readings

[A few additional readings will be added (mostly from on-line sources) and some may be deleted, depending on the direction the course takes. If you are thinking of reading far in advance, check with the instructor before doing so.]

Week 1: Introduction to the course. Discussion of students¹ areas of interest and induction of educational inquiry themes.

Week 2: Overview of disciplined inquiry in education (Shulman). Readings from Lagemann & Shulman book: Lagemann & Shulman introduction, Lagemann (Ch. 1).

Week 3: Beginning of discussion of ³Scientific Research in Education² (pp. 11-79 of Shavelson & Towne).

Week 4: Interlude: Introduction to qualitative research (Peshkin). An alternative view on the role of disciplines in educational research (Brice Heath, Ch. 10 from Lagemann & Shulman).

Week 5: Return to discussion of ³Scientific Research in Education² (pp. 80-125 of Shavelson & Towne). Beginning of discussion of responses to ³Scientific Research in Education² (articles in special issue of Educational Researcher, Nov. 2002; available on-line at

<http://www.aera.net/pubs/er/toc/er3108.htm>) - read the Berliner and the Erickson & Gutierrez articles for this week, the other Ed. Researcher articles for the following week.

Week 6: Conclusion of discussion of ³Scientific Research in Education² and articles in Educational Researcher based on that report.

Week 7: Article critique illustration of fundamental issues in experimental design and research interpretation as logical and common-sensical (Yoshida, Fernandez & Stigler) a microcosm of issues in research design and interpretation in experiments.

Week 8: Introduction to the logic of statistical inference. Continuation of article critique illustration of fundamental issues in experimental design and research interpretation as logical and common-sensical (Yoshida, Fernandez & Stigler).

Week 9: Mid-term exam

Week 10: Mitchell & Haro, and Schoenfeld articles from Lagemann & Shulman

Week 11: Shulman, Siddle Walker articles from Lagemann & Shulman

Week 12: Neumann et al., Collins articles from Lagemann & Shulman

Week 13: Pea, Ball & Lampert, and Bruner articles from Lagemann & Shulman

Week 14: Articles available on-line from Educational Researcher (chosen to follow up productive course developments and explore new directions)

Week 15: Articles available on-line from Educational Researcher (chosen to follow up productive course developments and explore new directions)

Week 16: Wrap-up meeting during scheduled final exam time. Final exam due at this time.

Bibliography

E. C. Lagemann & L. S. Shulman (1999). Issues in Education Research: Problems and Possibilities. San Francisco: Jossey-Bass. Selected chapters.
National Research Council (2002). Scientific Research in Education. Committee on Scientific Principles for Education Research. R. J. Shavelson & L. Towne (eds.). Washington, DC: National Academy Press. PAPERBACK. All but the last chapter.

Shulman, L. S. (1988). Disciplines of inquiry in education: An overview. In R. M. Jaeger (Ed.), Complementary methods for research in education (pp.3-17). Washington, DC: American Educational Research Association.[There is a revised version of this paper that appeared in a later volume; the older version is assigned in this class for purposes of comparison with related ideas 15 years later. This will provide a historical perspective on development of the field.]

Various articles in Educational Researcher, including the November, 2002 special issue with several responses to the NRC report on ³Scientific Research in Education.² [All available on-line.]

Yoshida, M., Fernandez, C., & Stigler, J. W. Japanese and American students¹ differential recognition memory for teachers¹ statements during a mathematics lesson. Journal of Educational Psychology, 85, 610-617.

Peshkin, A. (1982). The researcher and subjectivity: Reflections on an ethnography of school and community. In G. Spindler (Ed.), *Doing the ethnography of schooling: Educational anthropology in action* (pp. 48-67). New York: Holt, Rinehart & Winston.