

CEP 930 Educational Inquiry
Spring, 2008
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Wednesdays, 12:40 -3:30 pm
133E Erickson

College of Education
Michigan State University

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Office Hours: Tuesday 12:30 - 2 pm
and by appointment

Course Description

The purpose of CE930 is to introduce doctoral students to inquiry in education. We will consider both modes of research (e.g., field studies, experimental, quasi-experimental, mixed modes) and issues that apply to all research (e.g., theoretical frameworks, validity, reliability, generalizability). Students will develop a common-sense understanding of a variety of educational inquiry methods, as well as some specific technical knowledge about selected approaches. Students in this class should begin to become critical consumers of published research, while developing introductory knowledge about the options available to them in designing and conducting their own research. Related to this general purpose, students will develop an understanding of the fundamental issues involved in various kinds of research, from both quantitative and qualitative traditions, including appreciation of the complementary nature of both kinds of methods and of the importance of multi-method approaches.

Another goal of the course is to introduce a range of contemporary issues and problems in educational 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. During the semester, we will move across two kinds of readings. Some are conceptual or abstract readings about research that will serve to introduce foundational ideas about inquiry or explicate particular approaches. Others are examples of research that illustrate inquiry across a range of fields and methods.

As we read, we will use a set of guiding questions to focus attention on important methodological issues in doing and understanding research. These are:

1. What's the question? This is the most basic issue to determine. What makes a "researchable" question? How does that differ from a practical question? From a moral question? From other kinds of question? What does a well-formulated research question look like? How does theory inform the research question, and how is the question positioned with respect to theory?

2. Who is asking? This is a question about point of view. What are the researcher's values and presuppositions? What assumptions are critical to the study? Why is this researcher doing this study?

3. What's new? This question raises the issue of how the study is contributing to a field of knowledge, based on awareness of what has gone before. How does the proposed study add value to a field of inquiry? How does it contribute to the larger conversation that is ongoing in a field? How does the study relate to the accumulated knowledge on the questions under investigation?

4. What's the point? This question asks you to determine the analytic or interpretive angle associated with an inquiry. It raises the problem of developing coherent, logical, focused arguments that persuade about something in a field. It raises the question of the conceptual or theoretical framework employed in a study.

5. How do you know? This question asks you to consider the relationship between the methods used and the question asked, and to consider how the evidence is presented. How are these methods distinctively appropriate to the question being asked? What are their strengths and weaknesses? What methodological choices have been made (and rejected)? Why? Is the analysis presented in a way that is clear and convincing?

6. Who says? This is the validity issue. On what data and literature are claims based? Are the results presented in a way that clearly connects to the data and literature? What is the credible evidence that supports knowledge claims? What are alternative explanations for findings and how can they be eliminated or otherwise responded to? How powerful and persuasive is the evidence in support of the findings?

7. How generalizable and replicable? This is the sampling question. What is the sample studied and how may results generalize to wider populations? What are the full sampling dimensions (e.g., times, places, persons, etc.) and the prospect of generalizing across all dimensions? On the basis of the study description, can the procedures be replicated in order to check the results?

8. Who cares? This is the significance issue, the most important one of all that subsumes all others. Is/was the study worth doing; does it contribute something important? Is it connected to issues that matter?

Texts

There are three required texts for this class:

Campbell, Donald Thomas and Stanley, Julian C. (1963). *Experimental and quasi-experimental designs for research*. Chicago: Houghton-Mifflin.

Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore: Paul Brookes Publishers.

Lareau, Annette. (2000). *Home Advantage*, 2nd Edition. Lanham, MD: Rowman and Littlefield.

Two additional texts are recommended. The NRC report (Shavelson et al) is available online.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5 ed.). Washington, DC: American Psychological Association.

Shavelson, R., J., Towne, L., & National Research Council. (2002). *Scientific research in education*. Washington, D.C.: National Academy Press.

All writing in this class will conform to APA standards, so it is very important for you to get familiar with the APA book. Much of educational research uses the APA guidelines for publication. Formatting is important.

Finally, I recommend that you purchase and use a bibliographic database like EndNote. It will make your academic life much easier if you get into the habit now of documenting and organizing what you read, taking notes, and keeping track of your thinking as you read.

Other Reading

Readings will be available online at <http://angel.msu.edu>. They will be posted approximately two weeks before the due date. Although I have already selected some readings (especially for the first half of the semester), I will select other readings based on your interests. And each group will be responsible for selecting an article for the rest of the class to read in the second half of the semester.

Course Requirements

This class includes four graded components: in-class discussions, reading notes and critical commentaries, a mid-term exam, and a final paper. Each is explained below. You will have your own drop box on Angel into which all your work should be submitted.

In-Class Discussions

We will spend much of our class time discussing the readings. Thus, the success of the class overall, and for each of you individually, depends on your participation. This means coming to class prepared and contributing to the discussions. I expect you to prepare for class by reading critically and carefully, and being ready to share your ideas and interpretations, raise questions, and listen to others' ideas.

Because these discussions are such an important part of the class, it is key that all of us to attend to the norms and expectations we have for participating. Prior to our first class, you have read a piece by Peter Elbow entitled "Methodological Doubting and Believing." This chapter describes two modes of participation, both of which we will use during the semester. As he points out, as academics, we are trained to doubt, to be skeptical, to find fault. A lot of the work of being "critical" is about doubting. What we are less inclined to do is to believe. That is a skill of particular importance in this class, both for our discussion and for our reading of research. Because we come from a variety of programs and backgrounds, it is likely that we will each hear ideas – questions, methods, theories – that are new or run counter to our own proclivities. Our first response must be to believe, to enter into the other person's ideas with acceptance and aim to understand his or her perspective. This means listening carefully, asking questions, and withholding criticism until an appropriate time. Even as we read, our first task is to understand the reading from the point of view of the writer, not to rush to find fault. Suzanne Wilson and Philip Cusick put it this way in their syllabus:

One part of exploring an idea or an argument is to attend closely to it to understand its logic, intention, meaning. Listening generously, assuming that ideas and claims are made for good reasons, is crucial to thinking well. Another part is to be skeptical, to consider what is missing or logically flawed. Using both – generosity and skepticism – contributes to careful unpacking of ideas and to good thinking. (CEP930, Fall 2006 Syllabus, p. 2)

Later in the semester, you (with your group) will be responsible for leading a discussion about research articles selected by your group. Details about this assignment and your group will be available as the semester progresses.

If for any reason you cannot be ready for a class, please send me an email and let me know, but come to class anyway. This will save any embarrassment during class.

Reading Notes and Critical Commentaries

In the first half of the semester – up to the midterm – you will be expected to submit reading notes every week prior to the class. Your weekly note will address at least one of the readings, giving a brief summary and noting issues that stood out as important to you and questions that you have about the reading. This note should be at least a page (single-spaced), but can be longer. It should be no longer than two single spaced pages. It should serve as a summary for you that would help you recall a year hence what the piece was about and why it is (or is not) influential in your thinking. I highly recommend that you use a bibliographic database program like EndNote to keep a record of what you have read and the notes you write. This is not just for my class – if you get into this habit early in your career, it will serve you well as time goes on. You will read so much over the next few years that it becomes impossible to remember exactly where you found something unless you develop a way to record and retrieve your reading.

I will read, comment on, and grade three of your reading notes during the first half of the semester. I will be grading them as mini-critical commentaries (see below) – these are not polished essays, but neither are they bulleted notes taken as you read. I expect to see evidence that you understand the content of the reading and that you have thoughtfully analyzed it to fit it into your own thinking about research. Your thinking is important here. I want to know that you are making sense of the ideas in your own way.

In the second half of the semester, you will write critical summaries of articles for your final paper. You will be responsible for finding one or two articles every week related to your area of interest – you can and should begin this search earlier in the semester, but the writing assignment begins after the midterm. Every other week you will write a commentary about one of these articles. The commentaries should be about 2 single-spaced pages, approximately 800-1000 words. These will not be polished writing, but should be coherent and focused on understanding the studies you select. I will return these to you with comments. More information will be provided about critical commentaries by mid-September.

As with all the work in this class, your reading notes and commentaries must be submitted to your drop box on Angel and must use APA formatting, with the exception that they should be single-spaced (APA formatting designates double spacing for almost everything) and they do not need a title page. Please use the APA manual to be sure you have proper headings, citations, etc, as needed. We will use the following naming convention for your assignments:

cep930_lastname_assmt_date.doc

where “lastname” is your last name, “assmt” is the short title of the assignment, and “date” is the due date. For example, my file for the first reading notes would be:

cep930_mccrory_note1_090308.doc

The extension .doc, refers to a Word file. If you do not use Word, please submit your files as pdf (.pdf) or rich text (.rtf). Because I have so many students in classes, projects, and advising, I am not even going to open a file unless the name is in the above format. So please do this right from the start of the semester. Be sure to include your name **in the file** as well, and **number the pages**.

More information about the substance of the reading notes and commentaries will be provided in class.

Mid-Term Exam

We will have a written midterm exam on October 22. It will cover the readings through October 15. Details about the exam will be provided later in the semester.

Final Paper

Since we are a diverse group, coming from several programs across the college, it is important for this class to address your specific interests in ways that are useful to you. To accomplish this, you will write a paper that will help you move your research forward. You can **choose one** of three types of paper:

1. A research syntheses (literature review) about a topic of interest to you.
2. A paper describing and analyzing the work over time of a prominent researcher in your field.
3. An exploration and literature synthesis about a methodological or theoretical issue important to your own research. Examples include causality, validity, post-modernism.

Details about assignments will be posted on Angel during September. Whatever kind of paper you choose to write, you will be required to find and read 10 or so articles of relevance to your project and use them to develop your paper. I will provide milestones with due dates to keep you on track.

Other Requirements

Attendance is expected; please notify me in advance if you must miss a class. Since we meet only once a week, and what we do in class – our discussions and activities – is an important part of your learning, it is impossible to “make up” classes you miss. Please make every effort to be in class. Missing class will affect your grade. If you miss three classes, I will ask you to drop the class.

No incompletes or deferred grades will be given.

APA format is required for all submissions, with the exception that your papers should be single spaced. A title page is not necessary except for your final paper.

A summary of grading and due dates

| Item | Percent of grade | Due date(s) |
|--|------------------|--|
| In-class discussion and leading the discussion | 30% | Details about leading the discussion, and due dates for these discussions will be provided later in the semester. |
| Reading notes and critical commentaries | 25% | Reading Notes: Seven reading notes due, each week beginning September 3. |
| | | Critical Commentaries: Four due between October 16 and December 1 |
| Midterm exam | 15% | October 22. Details will be provided in class. Open book, open note test. |
| Final paper | 25% | Proposal (question or problem and justification) due Articles selected and critical commentaries due. Rough draft due Final paper due Detailed assignment will be posted on Angel. |

Academic Integrity

Work that is not your own needs to be properly cited, whether the source is a classmate, a Web site, or a published text. Taking credit for work you did not produce is considered plagiarism, which is a serious offense with serious consequences. Work that is intellectually dishonest also includes writing a response to a text you did not read or writing up a report of research you did not plan or carry out. Work that is found to be intellectually dishonest will receive a failing grade and may constitute grounds for failing the course (see your student handbook and MSU policies for students' rights and responsibilities.) Please be extremely careful about using material from the Web. It must be identified as such with proper citation. (See the APA Guidelines, 2001, for information on citing Web sources.)

Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College of Education adheres to the policies on academic honesty as specified in General Student Regulations 1.0, *Protection of Scholarship and Grades* (excerpted below); the all-University Policy on *Integrity of Scholarship and Grades*; and Ordinance 17.00, Examinations. (See *Spartan Life: Student Handbook and Resource Guide* and/or the MSU Web site: www.msu.edu.)

"The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University; therefore, no student shall: (1.01) claim or submit the academic work of another as one's own. (1.02) procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization. (1.03) complete or attempt to complete any assignment or examination for another individual without proper authorization. (1.04) allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization. (1.05) alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person. (1.06) fabricate or falsify data or results" (From MSU's General Student Regulations, Protection of Scholarship and Grades).

Because electronic resources are so readily available and so easy to copy and paste into your notes or electronic bibliographic software, be aware that if you quote the exact words of another author you must use quotation marks and give the proper citation. This means that, when copying great quotes to save, you must be extremely careful to record what parts of your notes are direct quotes from the author, and what parts are your own words or interpretation. Using quotes without both a citation and quotation marks (or appropriate formatting as suggested by the APA standards) is plagiarism and will be treated as such. This includes quotes from Web sites as well as from other sources.

I encourage you to discuss the course material, papers, writing assignments, and projects with peers and advisors, both in and out of class. However, I expect that all submitted written work is completed by you and is the result of each your own thoughts and ideas, unless otherwise indicated (by citation). Students who violate MSU rules may receive a penalty grade, including but not limited to a failing grade on the assignment or in the course and/or removal from the program

Readings and Schedule

- Berliner, D. C. (2002). Educational research: The hardest science of all. *Educational Researcher*, 31(8), 18-20.
- Bidwell, C. E. (1999). Sociology and the study of education: Continuity, discontinuity, and the individualist turn. In E. C. Lagemann & L. S. Shulman (Eds.), *Issues in education research: Problems and possibilities* (pp. 85-104). San Francisco: Jossey-Bass.
- Campbell, D. and Stanley, J. (1963). *Experimental and quasi-experimental designs for research*. Chicago: Houghton-Mifflin.
- Durkheim, E. (1982). What is a social fact? In S. Lukes (Ed.), *The rules of the sociological method* (pp. 50-59). New York: Free Press.
- Elbow, P. (1986). Methodological doubting and believing: Contraries in inquiry. In *Embracing contraries: Explorations in learning and teaching* (pp. 254-300). New York: Oxford University Press.
- Erickson, F., & Gutierrez, K. (2002). Culture, rigor, and science in education research. *Educational Researcher*, 31(8), 21-24.
- Finn, J. and Achilles, C. (1999). Tennessee's class size study: Findings, implications, misconceptions. *Educational Evaluation and Policy Analysis*, 21(2), 97-109.
- Geertz, C. (1973). Thick Description: Toward an Interpretive Theory of Culture. In *The Interpretation of Cultures*. New York: Basic Books, pp. 3-30.
- Hammersley, M., & Atkinson, M. (1995) What is Ethnography? In *Ethnography: Principles in Practice*. New York: Routledge, pp. 1-22.
- Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore: Paul Brookes Publishers.
- Hollingshead, A. B. (1949). *Elmstown's youth: The impact of social class on adolescents*. New York: John Wiley & Sons. Introduction. http://www.futureofchildren.org/usr_doc/vol5no2ART8.pdf
- Lareau, A. (2000). *Home advantage: Social class and parental intervention in elementary education*, 2nd Ed.. Lanham, MD: Rowman & Littlefield.
- Maxwell, J. (1992). Understanding and Validity in Qualitative Research, *Harvard Educational Review*, 62 (3), 279-300.
- Messick, S. (1989). Meaning and values in test validation: The science and ethics of assessment. *Educational Researcher*, 18(2), 5-11.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: A sourcebook of new methods* (2nd ed.). Beverly Hills, CA: Sage Publications. Chapter 1.
- Mills, C. W. (1959). On intellectual craftsmanship. In *The sociological imagination*. New York: Oxford University Press.
- Mosteller, F. (1995). The Tennessee study of class size in the early school grades. *The Future of Children*, 5(2), 113-127.
- Phillips, D. C., & Burbules, N. (2000). *Postpositivism and educational research*. Lanham, MD: Rowan & Littlefield Publishers, Inc.
- Shavelson, R., J., Towne, L., et al. (2002). *Scientific Research in Education (SRE)*. Washington, D.C.,

- National Academy Press. Chapters 1-5.
- Shulman, L. S., Disciplines of Inquiry in Education: An Overview, in Richard M. Jaeger, (ed). (1997). *Complementary methods for research in education*. Washington, D.C.: American Education Research Association, 3-19.
- St. Pierre, E. A. (2002). "Science" rejects postmodernism. *Educational Researcher*, 31(8), 25-27
- Thompson, C. C. (2006). Unintended lessons: Plagiarism and the university. *Teachers College Record*, 108(12), 2439-2449.
- Whyte, W. F. (1993). *Street corner society: The social structure of an Italian slum*. Chicago: University of Chicago Press. Appendix only.

Schedule of Readings

| Date | Topics | Readings | Questions for you to think about as a researcher |
|-------------------------|---|--|---|
| Week 1: August 27 | Intro to the course | <p>Thompson, C. C. (2006). Unintended lessons: Plagiarism and the university. <i>Teachers College Record</i>, 108(12), 2439-2449.</p> <p>Elbow, P. (1986). Methodological doubting and believing: Contraries in inquiry. In <i>Embracing contraries: Explorations in learning and teaching</i> (pp. 254-300). New York: Oxford University Press.</p> | <p>Given the ambiguity of language and the difficulty of achieving rigor, how can we read and understand research? What does it mean to be "critical"?</p> <p>What are your standards for academic integrity? What is plagiarism?</p> |
| Week 2: Sep 3 | <p>What do we mean by "discipline"? What is inquiry? What is causality?</p> <p>What are current standards and expectations for educational research?</p> <p>How do we know?</p> | <p>Shulman, L. S., Disciplines of Inquiry in Education: An Overview, in Richard M. Jaeger, (ed). (1997). <i>Complementary methods for research in education</i>. Washington, D.C.: American Education Research Association, 3-19.</p> <p>Shavelson, R. J., Towne, L., et al. (2002). <i>Scientific Research in Education (SRE)</i>. Washington, D.C., National Academy Press. Chapters 1-5.</p> <p>Berliner, D. C. (2002). Educational research: The hardest science of all. <i>Educational Researcher</i>, 31(8), 18-20.</p> <p>Erickson, F., & Gutierrez, K. (2002). Culture, rigor, and science in education research. <i>Educational Researcher</i>, 31(8), 21-24.</p> <p>St. Pierre, E. A. (2002). "Science" rejects postmodernism. <i>Educational Researcher</i>, 31(8), 25-27</p> | <p>What is a discipline? Is education a discipline? What is your disciplinary background and how does it apply to education?</p> <p>What makes research convincing to you? What kind of questions do you think research can answer? What are your standards for an acceptable and convincing answer?</p> <p>Are you more interested in BASIC or APPLIED research? Why?</p> <p>Do you agree or disagree with the core assumptions of the SRE report?</p> |

| Date | Topics | Readings | Questions for you to think about as a researcher |
|-------------------|--|--|--|
| Week 3: Sep 10 | The research process: What does it mean to be a researcher? What is a “good” question and how do researchers find them? | <p>Durkheim, E. (1982). What is a social fact? In S. Lukes (Ed.), <i>The rules of the sociological method</i> (pp. 50-59). New York: Free Press.</p> <p>Lareau, A. (2000). <i>Home advantage: Social class and parental intervention in elementary education</i>, 2nd Ed.. Lanham, MD: Rowman & Littlefield. Chapters 1, 2 and Appendix only.</p> <p>Whyte, W. F. (1993). <i>Street corner society: The social structure of an Italian slum</i>. Chicago: University of Chicago Press. Appendix only.</p> <p>Hollingshead, A. B. (1949). <i>Elmstown’s youth: The impact of social class on adolescents</i>. New York: John Wiley & Sons. Introduction.</p> | <p>What are the “social facts” you would like to find or study?</p> <p>How have you/will you go about finding and refining your interests? Are you organized to record and reflect on your progress over time?</p> |
| Week 4: Sep 17 | Empirical Research: How can an educational researcher implement a randomized study? Can the results be compelling and definitive? What does it mean to generalize from empirical research? | <p>1. Mosteller, F. (1995). The Tennessee study of class size in the early school grades. <i>The Future of Children</i>, 5(2), 113-127. http://www.futureofchildren.org/usr_doc/vol5no2ART8.pdf</p> <p>2. Finn, J. and Achilles, C. (1999). Tennessee’s class size study: Findings, implications, misconceptions. <i>Educational Evaluation and Policy Analysis</i>, 21(2), 97-109.</p> | <p>What does it mean to generalize from research? How can research be designed to make it generalizable in ways that are helpful to the education enterprise as a whole?</p> <p><u>For next year: In class before this, discuss possible ways to study class size a la Shulman</u></p> |
| Week 5: Sep 24 | Research design: What kinds of design can be used in quantitative work and what are the implications of different designs? | Campbell, D. and Stanley, J. (1963). <i>Experimental and quasi-experimental designs for research</i> . Chicago: Houghton-Mifflin. | <p>What makes a study believable to you?</p> <p>What kind of evidence counts? What kind of DESIGN counts?</p> |
| Week 6: Oct 1 | Research design: What kinds of design can be used in qualitative work? What does it mean to generalize from qualitative research? | Miles, M. B., & Huberman, A. M. (1994). <i>Qualitative data analysis: A sourcebook of new methods</i> (2nd ed.). Beverly Hills, CA: Sage Publications. Chapter 1. | <p>Can you draw a concept map that illustrates your research interests as they are right now? At what points could DATA be useful in clarifying or understanding your concept map?</p> |

| Date | Topics | Readings | Questions for you to think about as a researcher |
|---|--|--|--|
| Week 7: Oct 8 | Validity: What does it mean to say that a research conclusion is valid? Do it mean the same thing for all kinds of research? | 2. Messick, S. (1989). Meaning and values in test validation: The science and ethics of assessment. <i>Educational Researcher</i> , 18(2), 5-11. 1. Maxwell, J. (1992). Understanding and Validity in Qualitative Research, <i>Harvard Educational Review</i> , 62 (3), 279-300. | How do you assess the validity of a research study when you are reading it? In your own work, how will you deal with validity? |
| Week 8: Oct 15 | Looking at a chain of reasoning: How is an argument developed and what makes it compelling? | Lareau, A. (2000). <i>Home advantage: Social class and parental intervention in elementary education</i> , 2 nd Ed.. Lanham, MD: Rowman & Littlefield. | What is the thread of your argument about your own research? How do the parts fit together: the question(s), the method, the data, and the conclusions you hope to draw? |
| Week 9: Oct 22 | Mid Term Exam | Essay questions based on the readings through October 15. You will have a choice of questions, three hours to write, and you can use a computer if you have one available. You may be able to borrow a computer from the Tech Interns if you don't have one. SEE ME for info. This will be an open-book test – you can use your notes, articles and books. | |
| Readings for the second half of the semester are subject to change, depending on the interests of the class and how we are proceeding with individual projects and group readings. | | | |
| Week 10: Oct 29 | Sociology and educational research: What is a sociological approach? | Bidwell, C. E. (1999). Sociology and the study of education: Continuity, discontinuity, and the individualist turn. In E. C. Lagemann & L. S. Shulman (Eds.), <i>Issues in education research: Problems and possibilities</i> (pp. 85-104). San Francisco: Jossey-Bass. | Where does your study “fit” in the disciplines: sociology, psychology, history, philosophy, anthropology, ethnography, or others? |
| Week 11: Nov 5 | Empirical research. | Hart, B., & Risley, T. R. (1995). <i>Meaningful differences in the everyday experience of young American children</i> . Baltimore: Paul Brookes Publishers. | What does it take to launch a research program? What is the role of collaboration? How do research groups find problems? |

| Date | Topics | Readings | Questions for you to think about as a researcher |
|--|---|--|--|
| Week 12: Nov 12 | Ethnography and educational research: What is an ethnographic approach? | <p>1. Geertz, C. (1973). Thick Description: Toward an Interpretive Theory of Culture. In <i>The Interpretation of Cultures</i>. New York: Basic Books, pp. 3-30.</p> <p>2. Hammersley, M., & Atkinson, M. (1995) What is Ethnography? In <i>Ethnography: Principles in Practice</i>. New York: Routledge, pp. 1-22.</p> <p>Group selected research articles.</p> | Are any of the studies we have read ethnographies? |
| Week 13: Nov 19 | | <p>Phillips, D. C., & Burbules, N. (2000). <i>Postpositivism and educational research</i>. Lanham, MD: Rowan & Littlefield Publishers, Inc.</p> <p>Group selected research articles.</p> | <p>What are the assumptions you bring to your research?</p> <p>What is your philosophy of knowledge (epistemology)?</p> |
| Week 14: Nov 26 | Thanksgiving weekend. Make up class will be scheduled. Date and time to be announced. | <p>Mills, C. W. (1959). On intellectual craftsmanship. In <i>The sociological imagination</i>. New York: Oxford University Press.</p> <p>Elbow, P. (1986). Methodological doubting and believing: Contraries in inquiry. In <i>Embracing contraries: Explorations in learning and teaching</i> (pp. 254-300). New York: Oxford University Press.</p> | <p>How are you organized to conduct your research program over time?</p> <p>What makes you “believe” when you read research?</p> |
| Week 15: Dec 3 | Review and recap | Brief presentations and discussion of your work. | |
| Week 16: Dec 12 12:45 – 2:45 pm | Final Exam period | Brief presentations and discussion of your work. | |