

**Education 299B
RESEARCH PRACTICUM IN EDUCATION
Urban Schooling Division
FALL QUARTER 2001**

**Wednesday 10:00-12:00
Moore Hall 2016**

Professors: Robert Cooper, Megan Franke, Jeannie Oakes, & Jennifer Obidah

COURSE DESCRIPTION:

This course allows students the opportunity to critically examine several aspects of educational research, including theory, methods, and the impact on educational policy and practice. Through this examination, students are expected to further define their own research interests and begin to consider possible dissertation topics. Students will define their research niche in relation to the field and the literature relevant to their educational problem.

COURSE REQUIREMENTS

Required Course Materials:

Required: Reader to be purchased Course Reader Materials (1141 Westwood Blvd., Westwood).

Recommended: Rudestam, J. & Newton, R. (1992). *Surviving your dissertation: A comprehensive guide to content and process*. Newbury Park, Ca.: Sage Publications. Please order on Amazon.com.

Grades will be based on the quality of students' performance on the following:

*active participation in each class session, including class discussions/presentations

*question (s) /passages submitted weekly

*one written journal article review and presentation during the quarter
due: Week 7- November 14

-3 brief essays

Paper #1 (1 page) Due Second Meeting – October 24th

Paper #2 (3 pages) Due Fourth Meeting – November 14th

Paper #3 (5 pages) Due Fifth Meeting – December 5th

-one final oral presentation of portfolio paper (final exam)

-annotated bibliography - due: December 5th

1) Class Participation

Class format: Class sessions will be devoted to mini lectures, student discussions/presentations of core readings, journal reviews, and ongoing mid-program review paper's development, emerging literature review.

Class participation: Defining Participation

Class participation is particularly important in this class; clearly, then, it is important that readings/assignments are completed by the beginning of each class session. By participation, we mean:

- command of the readings/topics
- willingness to engage different points of view
- engagement with others in inquiry
- drawing on your experience to engage the readings/discussions and the topics that emerge in class discussion however, link your experience to readings and use the readings to push on your own understandings and assumptions
- willingness to question your own interpretations of your experiences, as well as your interpretations of the readings and peers' contributions.

2) Presentations of Readings

Each week students will be assigned readings from the course reader. Two to three students will be asked to lead a class discussion on the readings. Students' grades for class participation will be based on their ability to facilitate and participate in interesting discussions that relate the readings to larger theoretical and educational issues.

Weekly Questions/Passages:

Each week students will be required to come to class with a question or questions that emerge from one of more of the readings, or that cut across the readings. Select a passage (or passages) from the readings that spoke to you in a particular way, that challenged your current point of view, or that told you something that was surprisingly new. Each focus requires a different kind of thinking. We encourage you to chose different foci throughout the course. One week you may choose to focus on one reading, several readings, or to think about the larger collection of readings. In other words, you could write a question or select a passage for each piece, for a cluster of pieces, or for the larger set of readings. Your questions and passages should be brought in each week on an transparency, **or** you may bring enough photocopies to distribute. Several students will be randomly selected each week to present/discuss their questions and passages. All passages/questions will be collected. All this should fit on one page.

3) Journal Article Review Assignment

Students are to choose one educational or education related article from a professional or scholarly journal. Students will select a journal article related to their own research interests. Students will write a review of the article and will discuss its importance to their particular research topic, interests, etc.

4) 3 brief essays

a. Paper #1 - Due October 24 (Second Meeting)

Write a one page reflection paper, similar to the first paper in 299A, in which you discuss how your thinking has evolved in the following areas: 1) what your current research interest is; (emergent research topic/question), 2) why you want to become an educational researcher; and 3) what you hope your role and contribution to the educational research community will be.

b. Paper #2- due November 14th , (Fourth Meeting)

Write a three page paper in which you do the following: 1) Revisit and refine your current research topic; this time, present your topic in a more elaborated form; 2) discuss your topic in the context of a broader issue or problem; 3) discuss you current orienting or theoretical framework. What theory (theories) inform your work/provide the lens to study your problem? Why is this an appropriate framework? How is this a new perspective on the topic?

c. Paper #3- Due December 5th (Fifth Meeting)

Paper 3 is a 5 page paper and is the same paper you will turn in for your mid-program review. It documents the evolution of your interest in the topic. Embedded in this is your evolution as a scholar.

Includes:

1. The evolution of your thinking; how has the coursework, any research you have conducted, the literature review, etc. influenced where you are now, your current thinking?
2. Your problem statement and research niche
3. A brief review of the literature and discussion of your theoretical framework
4. The significance of your study, the way you will study it, the way you frame it, etc.
5. Any early hints about methodology if you can; no research design necessary yet.

5) Mid-program Review

Oral presentation of your mid-program review paper (Dec – 5th)

6) Complete an initial literature review and annotated bibliography. Complete and turn-in annotated bibliography (Dec. 5th)

Students will have ongoing opportunities to discuss and present evolving research throughout the quarter.

Course Readings

October 3/Week One- Overview of Course

October 10th / First Meeting- Some Critical Issues Related to Educational Research

Wilson, W.J. (1996). "Introduction." When work disappears: The world of the new urban poor. pp. xii-xxiii. New York: New York.

Knops, A. (1996). "From Institutional To Jobless Ghettos." In W.J. Wilson (Ed). When work disappears: The world of the new urban poor. PP. 3-24. New York: New York.

Appiah, K. A. (1997). "The Multiculturalist Misunderstanding." The New York Review of Books. Volume XLIV (15) Oct., 9. 30-36.

Guinier, Lani (1994). "The Tyranny of the Majority." The Tyranny of the Majority: Fundamental Fairness in Representative Democracy. Pp. 120. New York: The Free Press.

October 24th / Second Meeting-When Research Paradigm Meets Research Question: Or I am Methodologically Driven or Impoverished

Paper #1 due

Phillips, D. (1990). Subjectivity and objectivity: An objective inquiry. In E. Eisner & A. Peshkin (Eds.) Qualitative Inquiry in Education: The Continuing Debate. New York: Teachers College Press, 19-37.

Roman, L. & Apple, M. (1990). Is naturalism a move away from positivism? Materialist and feminist approaches to subjectivity in ethnographic research? In E. Eisner & A. Peshkin (Eds.) Qualitative Inquiry in Education: The Continuing Debate. New York: Teachers College Press, 38-73.

Donmoyer, R. (1990). Generalizability and the single-case study. In E. Eisner & A. Peshkin (Eds.) Qualitative Inquiry in Education: The Continuing Debate. New York: Teachers College Press, 175-200.

Smith, L. (1990) Ethic in qualitative field research: An individual perspective. In E. Eisner & A. Peshkin (Eds.) Qualitative Inquiry in Education: The Continuing Debate. New York: Teachers College Press, 258-276.

October 31st /Third Meeting- The Role of Educational Research

Kaestle, C.F. (Jan-Feb. 1993) "The Awful Reputation of Educational Research." Educational Researcher 23-31.

Crain, R.L. (May, 1976) "Why Academic Research Fails to Be Useful" School Review. 84 (3) 337-351.

Glass, G. (Aug-Sept 1993) "A Conversation About Educational Research Priorities: A Message To Riley" Educational researcher 22 (6), 17-21.

November 14th /Fourth Meeting- The Role of The Researcher

Paper #2 due

Delgado-Gaitan, C. (1993) "Researching Change and Changing the Researcher" Harvard Educational Review 63 (4), 389-411.

Peshkin, A. (Oct. 1988) "In Search of Subjectivity--One's Own" Educational researcher. 17-21.

Krieger, S. "Beyond Subjectivity" Social Science and the Self: Personal Essays on an Art Form. New Brunswick: Rutgers U. Press. 165-183.

Paredes, A. (1984). "On Ethnographic Work Among Minority Groups: A Folklorist's Perspective." In R. Romo and R. Paredes. New Directions in Chicano School pp. 1-32. Santa Barbara: Center for Chicano Studies.

Mcintyre, Alice. (Summer 1997) "Constructing An Image Of A White Teacher." Teachers College Record. 98 (4), 653-681.

December 5th /Fifth Meeting- What is the Research Community?

Lieberman, A. (Aug.-Sept., 1992) "The Meaning of Scholarly Activity and the Building of Community." Educational Researcher. 5-12.

Cuban, L. (Jan-Feb, 1992) "Managing Dilemmas While Building Professional Communities." Educational Researcher. 4-10.

Boostrom, R.; Jackson, P.; & Hansen, D. (Fall, 1993) "Coming Together and Staying Apart: How a Group of Teachers and Researchers Sought to Bridge the Research- Practice Gap." Teachers College Record 95 (1), 37-44.

Journal article due

Last Class Meeting Review of literature due; oral presentation of final paper; class evaluations

Sixth Meeting :TBA - Who's in the Research Community? Whose Research Is It?

Scheurich, J. (Nov. 1993) "Toward a White Discourse on White Racism." Educational Researcher 22 (8), 5-10.

Allen, W. B. (Nov. 1993) "Response to a White Discourse on White Racism." Educational Researcher 22 (8), 11-12.

Sleeter, C. (Nov. 1993) "Advancing a White Discourse: A Response to Scheurich." Educational Researcher 22 (8), 13-14.

Scheurich, J. (Nov. 1993) "A Difficult, Confusing, Painful Problem That Requires Many Voices, Many Perspectives." Educational Researcher 22 (8), 15-16.

Frierson, H.T., Jr. (March 1990) "The Situation of Black Educational Researchers: Continuation of a Crisis." Educational Researcher 19(2), 12-17.

Seventh Meeting: TBA - The Debate Within the Research Community: Quantitative, Qualitative or Other?

Schrag, F. (June-July, 1992) "In Defense of Positivist Research Paradigms" Educational Researcher 21 (5), 5-7.

Eisner, E. (June-July, 1992) "Are All Causal Claims Positivistic?: A Response to Francis Schrag." Educational Researcher 21 (5), 8.

Erickson, F. (June-July, 1992) "Why the Clinical Trial Doesn't Work as A Metaphor for Educational Research: A Response to Schrag." Educational Researcher 21 (5), 9-10.

Howe, K. and Eisenhart, M. (May, 1990) "Standards for Qualitative (and Quantitative) Research: A Prolegomenon." Educational Researcher 19(4), 2-9.

Kincheloe, J. and McLaren, P. (1994) "Rethinking Critical Theory and Qualitative Research" In N. Denzin and Y. Lincoln (Eds.) Handbook of qualitative research. Thousands Oaks, CA: Sage Publications, 138-157.

Eighth Meeting: TBA - "Incorporating Historical and other Perspectives in Educational Research

Paper #3 due

Tyack, D. (1988) "Ways of Seeing: An Essay on the History of Compulsory Schooling" In R. Jaeger (Ed.) Complementary Methods of Research in Education. Washington DC: American Educational Research Association. 24-58.

Rizo, F.M. (Dec., 1991) "The Controversy About Quantification in Social Research: An Extension of Gage's 'Historical Sketch' " Educational Researcher. 20 (9), 9-12.

Ninth Meeting: TBA - Narrative and Storytelling: Reporting Educational Research

Required Readings:

Connelly, M. F. and Clandinin, D. J. (June-July, 1990) "Stories of Experience and Narrative Inquiry" Educational Researcher 19 (5) 214.

Reference Only:

Berkenkotter, C.; Huckin, T.N. and Ackerman, J. (July, 1989) "Social Context and Socially Constructed Texts: The Initiation of a Graduate Student into a Writing Research Community." Center of the Study of Writing. Technical Report No. 33.

Marris, P. (1990) "Witnesses, Engineers, or Storytellers? Roles of Sociologists in Social Policy" Sociology in America. Newbury Park, CA: Sage Publications.

Tenth Meeting: TBA - Revisiting the Original Question: What it Means to Join a Research Community?