

OAKLAND UNIVERSITY
Department of Teacher Development and Educational Studies

EST 6000: Introduction to Educational Studies
Summer I, 2018

Catalog Description

Investigates current educational research, technology, and instructional techniques, and methods of implementing them in effective teaching and leadership practices.

Credits

3 or 4 credits hours

Prerequisites

Admission to M. Ed. or M.A.T. in Teacher Development and Educational Studies or permission of the instructor.

Instructor

Cynthia Carver, Ph.D.
485A Pawley Hall
Cell: (517) 927-4905
Email: carver2@oakland.edu

Office hours by appointment

Required Texts

There are no required texts for this course; all reading materials will be posted online. You will also have an opportunity to search the library for readings of your choice. Note: Kresge Library offers remote access to multiple electronic databases, interlibrary loan, online tutorials, and instant access to assistance from a librarian!

Course Objectives and Essential Questions

The following objectives and essential questions were used to guide the development of this semester's course.

1. Underlying theoretical approaches to education: What kind of educator am I?
2. Finding educational research: What is research? Where is the scholarship?
3. Pondering my classroom: How do I articulate an informed opinion on topics and dilemmas in education?
4. Understanding educational research as a way of knowing: What is good scholarship?
5. Approaches to research: What is truth?
6. Educational scholars: Where does all this research come from?
7. Understanding educational scholarship: How can I be a good consumer of research?
8. Evaluating the quality of scholarship: Can I really criticize something published?
9. Use of research in educational decision-making: How do all these studies help me become a better educator?
10. Research design in education: What do all these graphs really mean?
11. Forming a researchable question: You mean I've really been doing research all along?
12. Writing a Literature Review: How does all the research fit together?

Online Instruction

This is a fully online course, with instruction delivered through Moodle. Expect a rigorous combination of readings, application tasks, discussion posts, and a final written project. Carefully reading all posted directions and staying on top of your work will support your success! If you need assistance using Moodle, contact the e-Learning Help Desk at (248) 805-1625.

A new week of study will officially start every MONDAY. As a reminder, I will send an email announcement to the class by Monday noon. Generally speaking, you will have until Friday to make your first discussion post, with final posts due on Monday (yes, weekend will overlap). For guidance on what is required each week, start with "READ ME FIRST" which will be summarized in your Monday email. For those who like to work ahead, I will do my best to open the new week a few days early.

If this is your first online class, be aware that the workload can quickly become overwhelming if you don't set aside time each week to work on your assignments. Remember: this is a compressed summer term. If you were taking the class in a traditional face-to-face format, you would attend three hours of class, twice each week. Thus, my suggestion is to set aside at least two days of the week for studying, e.g., Wednesday evenings and Saturday mornings. Some even find it helpful to have a dedicated work space where course materials are easily accessible. Students who live near each other may find it beneficial to organize a study group. You are also welcome to contact me anytime with questions or to arrange a time to meet.

Additionally, if meeting a deadline will be a challenge (I recognize many of you are teaching full time and your classrooms demand attention this time of year!) let me know so that we can make alternative arrangements. I will do my best to be accommodating and fair.

Academic Conduct

As graduate students at Oakland University, you are expected to conduct work in conformity with the university's policy on academic conduct, including provisions about plagiarism. Your work is expected to be just that: your work. Plagiarism can lead to dismissal from the program.

Assignments

Online Participation (30%)

Each week in Moodle there will be new readings and activities designed to deepen your understanding of concepts covered. You are expected to participate actively and fully in these activities, including online Moodle discussion forums.

Literature Review (70%)

Although the emphasis in this class is on helping you identify, read, and assess other's research for the purpose of better understanding your classroom, your students, and yourself as a teacher; these same insights should also prepare you to conduct research in your own classroom. Toward this end, you will have an opportunity to draft a literature review and articulate a researchable question on an educational topic of interest. For many of you, this will be the same topic you use to design an action research study in EST 6500. This project will include the activities outlined below. Each will be explained in greater detail on Moodle.

Step 1: Finding a Wondering

What do you wonder about as a teacher? What puzzles you? What keeps you up at night?
After brainstorming your list and reading about how other teachers find their "wondering",

select one topic for further study this term. In a short (1-2 page) essay, introduce your topic, then explain what you most want to know and why that is important to you.

Step 2: Critical Response to Educational Research

This assignment is designed to demonstrate your ability to read and respond to educational research. Choose two peer-reviewed articles that relate to your topic of interest (aim for one quantitative or mixed method and one qualitative). Read and critique both based on the characteristics and components of high-quality research discussed in class.

Step 3: Annotated Bibliographies

Continue to research your topic of interest by selecting four (4) additional sources, two (2) of which are peer reviewed empirical studies. As outlined in class, summarize each article in one or two paragraphs. Be sure to conclude each summary with a critical reflection on the merits of the article. You will continue to use this process as you gather more articles for your literature review.

Step 4: Literature Review Concept Map

Collect at least two additional research articles of your choice, then examine the sources you have selected (you should have at least 8) and imagine them seated around a dinner table talking to one another. What do they agree upon? How do they build upon one another? Where do they disagree? And what is left out of the discussion? Now do your best to represent these areas of convergence, divergence, and gaps in the form of a concept map. Note: Concept maps show relationships among ideas and, as such, are a form of pre-writing. I like to think of them as an outline for the review I will write.

Step 5: Literature Review and Researchable Question(s)

Now that you have a good idea for what the research can teach you about your topic, draft a literature review that looks across your eight sources. Begin by introducing your topic and briefly explain how you found your sources. Next comes the review itself. Be sure to describe in detail areas of agreement within the literature (including the ways in which the literature builds upon new ideas), areas of disagreement, and any noticeable gaps that the literature fails to acknowledge or address. Conclude with initial thoughts on how you might approach a study of this topic, including one or two researchable questions that might guide the development of this study. A suggested template for this review will be posted on Moodle.

Grading Note: This assignment is worth 70% of your final grade and will be submitted the last week of the term. Prior to that date, you will have an opportunity to submit, get feedback, and revise the first four (4) required components at least once before final submission.

CITI Responsible Conduct of Research Training (4 credit option)

CITI training is an internationally recognized qualification that enables educational researchers to apply for research opportunities and funding. Moreover, CITI training is required by the OU Institutional Review Board when conducting research with human subjects. Completely free, CITI training consists of modules that you work through independently. If you are enrolled for the 4-credit option, I ask that you complete the basic course and, when finished, forward a copy of your completion certificate to me.

Weekly Schedule

What follows is a rough outline of what we will be doing together over the term, including target deadlines. These dates, however, may change as our needs and interests change. Therefore, my recommendation is to always follow the schedule posted on Moodle.

WEEK	FOCUS	ASSIGNMENTS
May 7	<p><i>Finding Educational Research:</i></p> <ul style="list-style-type: none"> • <i>What is research?</i> • <i>Where does it come from?</i> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> ✓ Research vs. journalism ✓ Researcher credentials ✓ Research publications 	<ol style="list-style-type: none"> 1. Read Gladwell (2015) and Borum et al (2010), plus one reading of your choice from the Moodle reading folder. 2. Participate in Moodle discussion as directed. 3. Complete personal introduction. 4. Start to explore the Kresge Library tutorials.
May 14	<p><i>Understanding Research as a Way of Knowing:</i></p> <ul style="list-style-type: none"> ▪ <i>What is truth?</i> ▪ <i>What counts as rigorous research?</i> ▪ <i>How can scholarship inform our work as educators?</i> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> ✓ Research approach, e.g., qualitative vs quantitative; empirical vs evaluative ✓ Research questions ✓ Research process ✓ Research for educators 	<ol style="list-style-type: none"> 1. Read Fraenkel & Wallen, Ch. 1 or Creswell, Ch. 1 and participate in discussion group as directed. 2. Read Yendol-Hoppey & Dana (2009) and complete “Wonderings” essay. 3. Finish watching Kresge Library tutorials. 4. Begin Critical Response assignment.
May 21	<p><i>Evaluating Educational Scholarship:</i></p> <ul style="list-style-type: none"> ✓ <i>How can I be a good consumer of research?</i> ✓ <i>Can I really critique something published?</i> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> ✓ Indicators of research quality, e.g., peer review; theoretical framing; alignment of method and question; strength of literature review. ✓ Critiquing academic text 	<ol style="list-style-type: none"> 1. Read Labaree (2011), then Ball (1996) and Sleep & Boerst (2012). Also review the TeachingWorks website. 2. Participate in discussion group as directed. 3. Complete Critical Response and submit. 4. Begin Annotated Bibliography assignment.
May 28	<p><i>Reading & Writing a Literature Review:</i></p> <ul style="list-style-type: none"> • <i>How does research fit together?</i> • <i>How do these studies help me become a better educator?</i> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> ✓ Reading academic text ✓ Summarizing academic text ✓ Synthesizing academic text 	<ol style="list-style-type: none"> 1. Read Creswell, Ch. 2; plus York-Barr & Duke (2004) and Wenner & Campbell (2016). 2. Participate in discussion group as directed. 3. Complete and submit Annotated Bibliography. 4. Begin to work on Lit Review Concept Map.

June 4	<p><i>Understanding Quantitative Research</i></p> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> ✓ Research design ✓ Statistical data analysis ✓ Survey research 	<ol style="list-style-type: none"> 1. Readings and activities to be announced on Moodle. 2. Submit Lit Review Concept Map.
June 11	<p><i>Understanding Qualitative Research</i></p> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> ✓ Research design, continued ✓ Human subjects research ✓ Observations and interviews 	<ol style="list-style-type: none"> 1. Readings and activities to be announced on Moodle. 2. Begin drafting Lit Review
June 18	<p><i>Studying Classrooms:</i></p> <ul style="list-style-type: none"> • <i>What are the personal and ethical considerations?</i> • <i>How do I form a researchable question?</i> • <i>What do my questions say about me as an educator?</i> <p><u>Key Concepts</u></p> <ul style="list-style-type: none"> ✓ Practitioner Inquiry, e.g., action research, self-study research ✓ Ethics of studying children ✓ Designing research questions 	<ol style="list-style-type: none"> 1. Read Meier (1999) and participate in Moodle discussion. Additional readings to be assigned. 2. Upload draft Lit Review for peer feedback.
June 25	<i>Bringing it to a Close!</i>	DUE: Literature Review (all components)

Select References

Creswell, J.W. (2014). *Research design – qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage Publications.

Creswell, J.W. (2014). *Education research: Planning, conducting and evaluating qualitative and quantitative research*. New York: Pearson.

Dana, N. F. & Yendol-Hoppey, D. (2009). *The reflective educator’s guide to classroom research*. Thousand Oaks, CA: Corwin Press.

Fraenkel, J. R., Wallen, N. E. & Hyun, H. H. (2016). *How to design and evaluate research in education, 9th Ed*. New York: McGraw-Hill.

Lagemann, E. C. & Shulman, L. S. (1999). *Issues in education research: Problems and possibilities*. San Francisco: Jossey-Bass.

Mertler, C.A. (2010). *Introduction to educational research, 2nd Ed.* Thousand Oaks, CA: Sage Publications.

Samaras, A. (2010). *Self-study teacher research: Improving your practice through collaborative inquiry*. Thousand Oaks, CA: Sage.

