

EDUC 500-921: RESEARCH METHODOLOGY IN EDUCATION

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Office Hours: By appointment

Classroom: 204 Scarfe
TH, May 9-June 16)

Lab: 1007/8 TBA Scarfe

Class time: 4:30-7:30 p.m. (T-



The Bean in Chicago, reflexive city-scape, 2011.

COURSE DESCRIPTION

This course is designed for graduate students in the first year of their programs. It acknowledges the importance of excellence in research design, but is predicated on the assumption that problem definition should determine research design and choice of methodology or methodologies. Consistent with the diversity of researchable problems that can be identified in educational structures and processes, the course will survey research issues and methods in a manner intended to assist the student in selecting methods and research strategies for more intensive study.

To a lesser extent, the course will also assist in selecting methods for more immediate application. This course does not aim to develop in students extensive technical or hands-on operational competence in any method of research. Instead, it aims to provide an initial understanding of the nature and purpose of various approaches to research— all of which are useful in grappling with the complexities of researchable educational phenomenon, though they may appear to differ substantially from one another.

This is considered to be introductory in educational research methodology: it should not be the only one to be taken in the development of competence in research. However, it should provide students with the background necessary for making intelligent decisions regarding which kind(s) of methods, and which additional research training, are relevant to their research interests. Also, the course promotes qualified "critical consumption" of published and unpublished research by its students. Specifically, the course will:

- Familiarize students with a cross-section of research methods available for the conduct of research in education (e.g., experiments, surveys, field studies, ethnographies, historical analysis through archival methods, visual arts-based inquiries, etc).

- Familiarize students with resources available to them for the conduct of research (e.g., research library, computer facilities, faculty expertise), and
- Enable students to use the information and skills obtained in the above through the development of assignments that reflect their personal research interests.

B. TEXT Required: Available for purchase at the UBC Bookstore

Palys, T., & Atchison, C. (2014). *Research decisions: Quantitative, qualitative and mixed method approaches* (5th edition). Scarborough, ON: Nelson.

Symbol Notation: Text = P & A (above).



COURSE SCHEDULE

Dates	Topic	Text/readings
Tues/May 10 Class 1	Course overview, expectations/outcomes <i>Activity: Peer introductions-dyad</i> Generating a research topic, ontology, epistemology, axiology; Knowledge & power: Introduction to research methodologies; Qualitative and quantitative research <i>Activity: Artifacts</i> <i>Activity: Fill Library Research Backgrounder</i>	<i>Text: chpt. 1</i> Fill out research backgrounder for the library lab. Return to the instructor.
Thurs/May 12 Class 2	<i>Activity: Introduction to Lab: CMS/CWL accounts</i> Getting Started, theories, methods, locating the field, data/information, sites, self, problem formulation, basic research design; Multiple paradigms, postcolonial lens; standpoint epistemologies, of the oppressed <i>Activity: Revisit knowing; discussion on readings How do we know? (Shared reflections on the process of knowing)</i>	<i>Text : Chpt. 2</i>
Tues/May 17 Class 3	Cultural politics, power relations and methods; teachers as researchers; Paradigms of Qualitative Research <i>Activity: Discussion of readings</i>	<i>Text: Chpt. 3 Excerpts from Roger and Me</i>
Thurs/May 19 Class 4.	Library Research Workshop (Lab- Scarfe 1007/1008) Room TBA NO FOOD in Lab	Text: Chp.4
Tues/May 24 Class 5	Ethics Workshop , websites to consult: (Lab- 1007) http://www.ors.ubc.ca/ethics/ http://pre.ethics.gc.ca/english/tutorial/ Activity-Completing Ethics Certificate in class, Take the BREB tutorial. Bring laptop.	<i>Text., Review Chpt. 3 & 5 BREB tutorial</i>
Thurs/May 26 Class six	'Field Trip' - Interviews, oral history, narrative inquiry, archival research; arts-based research, observation and ethnography, critical transnational ethnography, participatory research, critical action research, multiple methods <i>Activity: Discussion on readings</i> ASSIGNMENT 1 DUE—Research Topic Statement	<i>Text: Chpts. 6, 7 & 8</i> Film in class: <i>First, Do Know Harm: A Qualitative Research Documentary</i>

Tues/May 31 Class 7	Research proposal, literature review, report writing, making research decisions (e.g., evaluating qualitative research, mixed methods) <i>Activity: In-class practice writing</i>	Text: Review Chpt. 5 (Review); also read 13 & 14.
Thurs./June 2 Class 8	Hermeneutics, phenomenology, semiotics, crystallization, content analysis, discourse analysis, visual methods, post-structural approaches <i>Activity: Discussion on readings</i> <i>Activity: Take home viewing</i>	Text: Chpt. 11.
Tues/June 7 Class 9	Foundations of quantitative research- levels of measurement, descriptive statistics, distributions, measures of central tendency, measures of variability, inferential statistics, sampling issues, validity, reliability <i>Activity: Discuss readings</i>	Text: Chpts. 4 & 12
Thurs/June 9 Class 10	Manipulative control, quasi experimentation, thesis-research questions, descriptive and inferential statistics <i>Activity: Methods</i>	Texts: Ch 9, 10, 12; 2nd half in lab Scarfe 1007/8 TBA
Tues/June 14. Class 11	Interview Workshop Common interviewing mistakes Visual data Coding data/analysis <i>Activity: Discussion on readings/see film</i> <i>Practice interview</i>	Text: chpt. 11 See “Blockade” in class.
Thurs/June 16 Class 12	<i>Applied Research Day, Sharing circle, synthesis,</i> <i>Activity: Sharing one key methodological learning</i> <i>Draw on final project to share. Final Project due 4:30</i>	

COURSE REQUIREMENTS

1. Generating a Research Topic -Due date: May 26, 2016 in class. (20%)

Write a clear research topic statement for your research proposal, including the context, purpose, rationale, and relevance in Education (2-3 pages maximum). See thesis and dissertation proposal guide, under Research Resources, in methodological and proposal guides for EDST.

2. Literature Review, Prior Ethnography or Methodology Essay* (50%)

Choose one (1) of the following (10–12 pages maximum): *electronically time-date-stamped. Virus-scanned. All due in class on Thurs. June 16th at 4:30 p.m.*

a. Draft Research Proposal

Develop your current ideas about a specific research topic, elaborating on the rationale of the first assignment. State the research topic, set it in a theoretical context (i.e., "why is this important to study?") and discuss how you might go about investigating that research topic by elaborating your methodology, data collection techniques, methods of analysis/synthesis and how you plan to write up your research. (See the outlines below).

b. Literature Review

Drawing on 5 to 10 carefully selected and relevant research articles, write a critical review essay to support either the theoretical framework for or the methodological approach to investigating your research questions/topics of interest. Establish the purpose for your review and the approach you will use in the introduction (Could include the topic, rationale, and purpose from assignment #1 to be included in addition to the review). Provide enough of a summary of each article so that the readings are understandable to a novice reader of your paper. The purpose of your review should establish the basis of your analysis/synthesis. You may choose to critique the articles and texts based on some of the assigned course readings. Strive for clarity and conciseness in your writing, by trying to keep your audience in mind.

c. Beginning Methodology Chapter

Explore a research method by elaborating on issues inherent in the method. For example, within ethnography, explore the interrelationships of power, method, methodology and epistemology, and possibilities for doing research which is not primarily about knowing 'other' in order to study, act upon, validate or transform. General methodological issues include the reliability and validity of data collected with the method. Explore the benefits and problems relevant to the method, but move beyond a balance sheet approach. You might want to juxtapose a research method or methods you are considering for your research with methodological issues relating to the method(s). For example, there are methodological issues regarding the ethics, power and place of the researcher in the field of observation. Use concrete examples and draw on a minimum of six sources. Depth, rather than breadth, is the purpose of methodology in this assignment.

3. Participation

(30%)

Participation is expected and necessary, and requires attendance at every class. Bring a question based on required readings to each class that represents the fruit of your thoughtful engagement with materials. Questions should be open-ended and designed to start productive dialogue relevant to the topic and readings, and not amenable to a simple answer. You will have an opportunity to share one key methodological idea or insight from the course with your classmates during the last class. Missing more than one class without a medical note or instructor approval will result in the deduction of 10 marks for each missed class.

FORMAT FOR ASSIGNMENTS

Double-spaced, 12 point Times or Times New Roman, 1” margins, page numbers on all but first page, APA, no cover page. Late assignments will be penalized one mark per day.

EVALUATION

**Assessment for Assignment #1
Introduction to Research Designs Rubric**

	Low	Avg	High
Presentation: Style, Grammar (Organization, Sentence Structure, Paragraphs, Spelling)			
	1	2	3
Coherence: Relations Among Introduction, Purpose, Problem, Rationale			
	1	2	3
Clarity of Problem(s)			
	1	3	5
Clarity of Purpose			
	1	2.5	4
Comprehensiveness: Components from Introduction to Rationale and Conclusion			
	1	3	5
_____ Total out of 20 marks			

Assessment for Assignment #2
Elaboration of Research Designs Rubric for: Draft Research Proposal or
Literature Review or Beginning Methodology Chapter

<p>Quality of writing style/communication of concepts</p> <p>Grammatical, spelling, punctuation errors; overall organization and readability; developed logically, organized well; APA, MLA or Chicago format followed; clean, readable, layout</p>	<p>_____ (10)</p>
<p>Quality of introduction</p> <p>Discussion of issues, general reason for selection of topic, how the introduction prepares the reader for what is to follow, etc.</p>	<p>_____ (05)</p>
<p>Quality of the substance</p> <p>Was pertinent info provided in the discussion of research issues as they relate to the topic?; general quality of outline in terms of logical, informative discussion & development</p>	<p>(10)</p>
<p>Critical Analysis</p> <p>Discussions of various issues that relate to the topic; discussion/analyses of pros and cons of the sources used.</p>	<p>_____ (10)</p>
<p>Relationship of literature review to topic</p> <p>Discussion of how the lit review articles relate to the thesis topic (in broad, general terms, in terms of purpose/problems, etc.)</p>	<p>_____ (10)</p>
<p>Tables, Appendices, References</p> <p>Use of tables to describe/outline features of each article, appendices to describe search procedure, or other useful information to the reader</p> <p>Are all references cited in a “references” section in APA style? Do references correspond with the text of the project?</p>	<p>_____ (05)</p>
<p>Total out of 50 marks</p>	<p>_____ (50) %</p>

EDUC 500, Summer 2015
Interim Feedback on Discussion and Questions

Name: _____

Minimum Requirements by Today (DATE: _____):

_____ Questions # Actual Questions: _____

Participation Rubric (Interim)

<p>Low-----Avg-----High</p> <p>Appropriately and accurately summarizes key constructs and themes in educational research</p> <p style="text-align: center;">Low-----Avg-----High</p> <p>Reveals an attempt to synthesize knowledge or uses personal narrative to ground knowledge in educational research</p> <p style="text-align: center;">Low-----Avg-----High</p> <p>Analyses constructs— reflectively engages with content in ways that advance the student’s knowledge, and/or contributes to an advance in collective knowledge, and/or an attempt to create new knowledge</p> <p style="text-align: center;">Low-----Avg-----High</p> <p>Interim Mark: _____</p>
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Interim Performance Assessment

- A/A+ Pass that Exceeds Expectations
- B/B+ Pass that Meets Expectations
- C/B- Pass that Barely Meets Expectations
- F Fails to Meet Expectations

Participation Rubric (Final)

Low-----Avg-----High
Appropriately and accurately summarizes key constructs and themes in educational research 1-----4-----8
Reveals an attempt to synthesize knowledge or uses personal narrative to ground knowledge in educational research 1-----4-----8
Analyses constructs— reflectively engages with content in ways that advance the student’s knowledge, and/or contributes to an advance in collective knowledge, and/or an attempt to create new knowledge 1-----7-----14
<hr/> Total out of 30 marks

Participation guidelines

Please remember that in a graduate course, you have a responsibility to do the readings and participate in discussions. Participation is valued at 30% of your final grade. We refer to the scholarly level of participation as academic conversation. Students often get anxious over academic work and the charge that they are “talking from nowhere.” The other extreme is “talking from everywhere,” a form of what Donna Haraway called a “God trick.” **“Talking from somewhere” is the goal**— this somewhere may be your experience and narrative (with examples) or it may be from what you’ve read or from the theory we are addressing. We want you to theorize and this is different than merely providing your opinion. There is a difference between your narrative or experience and opinion. Read intentionally for meaning, along with purpose.

Participation is interdependent with preparation for each class session, which involves reading (highlighting, pagination post-its, margin notes, comments & questions, etc.), writing (note-taking, outlining, questioning, defining, mapping, framing, summarizing, journaling, blogging, exposition, etc.), organizing (documenting, labeling, ordering, archiving, filing, etc.) and reflection (rethinking, reincorporating, remapping, analyzing, synthesizing, etc.). One goal of preparation is to sustain increasingly sophisticated academic conversations or engagement with the readings, course and peers. A second goal is to develop systematic approaches for engaging with the readings and your peers (i.e., developing reading, writing, organizing, and reflection form(at)s and styles that are effective).

Qualitative Research Design Proposal Format

Title	
Introduction (Brief History of the research topic, rationale, theoretical framings, positionality—relation of self to research)	(1/2 page)
Purpose (General Focus) (Why?)	(1/2 page)
Topic or focus of inquiry (what?); clear statement—research question(s), limitations	(1/2 page)
Review of literature History and context; theories	(6-10 pages)
Method(logies)s (how?, when?, where, who?) Appropriateness of and issues around method(ologie)s Sample (participants) Data collection methods (e.g. interviews, story, video) Sites, sources (e.g. archival research) Ethics, protocols	(6-8 pages)
Data Analysis (How?) Analysis, synthesis	(2-5 pages)
Dissemination of the research findings Beneficiaries of the research, who gets to tell data story, in what formats, to whom, permissions to share intellectual property Significance of research; future research	(1 page or less)
References	Attach

Quantitative Research Design Proposal Format

Title	
Introduction (Brief History of the Problem, Rationale, Theoretical Framings, Positionality— Relation of Self to Problem)	(1/2 page)
Purpose (General Focus) (Why?)	(1/2 page)
Problem or Focus of Inquiry (What?) Clear Statement— Research Question(s), Hypotheses or Problem(s), Limitations	(1/2 page or less)
Review of Literature History of the Problem, Preliminary Studies, Pilots Theories	(6-10 pages)
Method(s) (How?, When?, Where And Who?) Appropriateness of and Issues around methods chosen Sample (Participants) and Unit(s) of Analysis (Variables) Data Collection Participant Ethics	(6-8 pages)
Data Analysis (How?) Variables, Statistical Techniques Instruments	(2-5 pages)
Report of Outcomes Recipients of Outcomes Utilization of Knowledge	(1 page or less)
References	Attach

Grading Guidelines

A level - Good to Excellent Work

- A+ (90-100%) A very high level of quality throughout every aspect of the work. It shows the individual (or group) has gone well beyond what has been provided and has extended the usual ways of thinking and/or performing. Outstanding comprehension of subject matter and use of existing literature and research. Consistently integrates critical and creative perspectives in relation to the subject material. The work shows a very high degree of engagement with the topic.
- A (85-89%) Generally a high quality throughout the work. No problems of any significance, and evidence of attention given to each and every detail. Very good comprehension of subject and use of existing literature and research. For the most part, integrates critical and creative perspectives in relation to the subject material. Shows a high degree of engagement with the topic.
- A- (80-84%) Generally a good quality throughout the work. A few problems of minor significance. Good comprehension of subject matter and use of existing literature and research. Work demonstrates an ability to integrate critical and creative perspectives on most occasions. The work demonstrates a reasonable degree of engagement with the topic.

B level - Adequate Work

- B+ (76-79%) Some aspects of good quality to the work. Some problems of minor significance. There are examples of integrating critical and creative perspectives in relation to the subject material. A degree of engagement with the topic.
- B (72-75%) Adequate quality. A number of problems of some significance. Difficulty evident in the comprehension of the subject material and use of existing literature and research. Only a few examples of integrating critical and creative perspectives in relation to the subject material. Some engagement with the topic.
- B- (68-71%) Barely adequate work at the graduate level.

C level - Seriously Flawed Work

- C (55-67%) Serious flaws in understanding of the subject *material*. Minimal integration of critical and creative perspectives in relation to the subject material. Inadequate engagement with the topic. Inadequate work at the graduate level.

D level

- D (50-54%)

F level - Failing Work

References

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