

**Rutgers, The State University of New Jersey**

**16:300:696:01 Topics in Educational Psychology - Educational Research Methodology  
Fall 2014  
Thursdays, 1:10-3:50 pm  
GSE Room 347**

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Phone Number : 848-932-0642 732-236-4099	Location: 10 Seminary Place, Room 9 10 Seminary Place, Room 36-D
Office Hours: by appointment	Prerequisites or other limitations: none
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

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**Course Description**

**Learning goals:**

1. To develop an understanding of how different methodological traditions provide different insights into educational problems and how these traditions shape the nature of research inquiry
2. To become familiar with, at an introductory level, a broad range of methodological traditions
3. To explore and design research using a range of methodological traditions
4. To critically read research with a deeper understanding of methodology and methodological implications for the design, analysis, and interpretation of research studies.

**Course catalog description:**

There is a very broad range of methodological traditions that define the field of educational research. Each of these traditions not only provides different insights into a particular research problem, but also plays a substantial role in how the problems themselves are defined and how the research is shaped.

The course begins with the premise that understanding of almost any educational problem is enhanced through the use of different methodological traditions alone and in complementary ways. An explicit goal of this course is to break down artificial walls among research traditions that characterize the field of educational research.

The course will introduce class members to a range of these methodological traditions and examine how they have been used to develop research in a few selected areas of education. We will explore instances where different traditions have supported varying research efforts as well as instances where traditions have been brought together within a larger research study to broaden understanding.

### **Grading policy:**

**Evaluation of Written Work:** Students will be evaluated on their participation in class (30%) and three assignments. Each of the first two assignments will ask students to develop papers that call on their understanding of multiple methodological traditions. The third assignment will be a small group effort that asks the group to make a presentation and write a paper that explores an educational problem from four different traditions.

Assignment 1 – Students will be asked to review two papers that consider an educational problem from two of the first four methodological traditions studied in the course.

Assignment 2 – Students will be asked to consider an educational problem and briefly describe two studies, each using a different methodological tradition that together, provide greater insight into the problem than either study could do alone.

Final Assignment – The final paper/presentation will ask students to explore an educational research problem from four different methodological traditions. The project will include a short review of relevant research from each tradition as well as a mixed method research design. The group will make a presentation to the class, and the class members will be expected to offer critique.

### **Academic Integrity Policy:**

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

### **Web site:**

<http://onlinelearning.rutgers.edu/ecollege> (*Specific course eCollege access will be available only to those students who have officially registered for this course.*)

## **Course Requirements**

### **Attendance Policy:**

You are expected to attend all classes during the semester. If there are extenuating circumstances that prevent you from attending the class (or part of the class), please be sure to notify the instructors in advance.

**Course Organization:**

Each week we will review 2–7 papers (a few weeks include a larger number of shorter papers). The papers will include some that focus on a methodological tradition and others that focus on an application of that methodological tradition to an important educational issue. The educational issues will vary across multiple weeks so that we will get a cross-section of a range of problems treated across different methodological traditions.

In some classes we may invite a colleague in the GSE to share his/her work in one of the relevant methodological traditions we cover. This will be done to understand how work by fellow scholars unfolds within these traditions.

We will use eCollege as the course management system. Assignments and readings (as available) will be posted on the system. All student submissions should be made through the system as well.

**Course Schedule by Week**

Week	Topics to be Covered	Assignments & Readings
1: Sept. 11	<p><b>Introduction to Paradigms and Purposes of Research</b></p> <p>This week introduces the student explicitly to the epistemologies, paradigms, and belief systems that underlie research and methodological traditions (Moss &amp; Haertel, in press). We begin to develop a framework for understanding different methodological traditions by considering how each addresses:</p> <ol style="list-style-type: none"> <li>1. aims and conceptions of social phenomena (e.g., theoretical assumptions, research foci, nature of claims)</li> <li>2. design and enactment of research (e.g., nature of inquiry, methods, researcher role)</li> <li>3. reporting and evaluation of research (e.g., nature of reporting, determining quality, and knowledge accumulation)</li> </ol>	<p><b>Required Readings</b></p> <p>National Research Council (2002). <i>Scientific research in education</i>. Washington, DC: The National Academies Press.</p> <p>Maxwell, J. A. (2004). Causal explanation, qualitative research, and scientific inquiry in education. <i>Educational Researcher</i>, 33(2), 3–11. Retrieved from <a href="http://www.jstor.org/stable/3699970">http://www.jstor.org/stable/3699970</a></p> <p>Guba, E. G., &amp; Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin &amp; Y. S. Lincoln (Eds.), <i>Handbook of qualitative research</i> (pp. 105–117). Thousand Oaks, CA: Sage Publications.</p> <p>Scheurich, J. J., &amp; Young, M. D. (1997). Coloring epistemologies: Are our research epistemologies racially biased? <i>Educational Researcher</i>, 26(4), 4–16. doi: 10.3102/0013189X026004004</p> <p>Phillips, D. C. (1993). Subjectivity and objectivity: An objective inquiry. In M. Hammersley (Ed.), <i>Educational Research, current issues</i> (pp. 57–72). Thousand Oaks, CA: Sage Publications.</p> <p>Yanow, D., &amp; Ybema, S. (2009). Interpretivism in organizational research: On elephants and blind researchers. In D. A. Buchanan &amp; A. Bryman (Eds.), <i>Sage handbook of organizational research methods</i> (pp. 39–61). Thousand Oaks, CA: Sage Publications.</p>

		<p><b>Recommended (Optional) Readings</b></p> <p>Deetz, S. (2009). Organizational research as alternative ways of attending to and talking about structures and activities. In D. A. Buchanan &amp; A. Bryman (Eds.), <i>Sage handbook of organizational research methods</i> (pp. 21–38). Thousand Oaks, CA: Sage Publications.</p> <p>Solorzano, D. G., &amp; Yosso, T. J. (2002). Critical race methodology: Counter-storytelling as an analytical framework for education research. <i>Qualitative Inquiry</i>, 8(1), 23–44. Retrieved from <a href="http://www.academia.edu/1756376/Critical_Race_Methodology_Counter-Storytelling_as_an_Analytical_Framework_for_Educational_Research">http://www.academia.edu/1756376/Critical_Race_Methodology_Counter-Storytelling_as_an_Analytical_Framework_for_Educational_Research</a>. Daniel G. Solorzano and Tara J. Yosso <i>Qualitative Inquiry</i> 2002]</p>
2: Sept. 18	<p><b>Experimental Design Research</b></p> <p>This week explores the classic experimental methodological tradition, one that has been identified by policymakers as the “gold standard” of educational research. Readings include descriptions of and issues associated with experiments in education along with an experimental study of an educational intervention.</p>	<p><b>Required Readings</b></p> <p>Pages 1–32: Shadish, W. R., Cook, T. D., &amp; Campbell, D. T. (2002). <i>Experimental and quasi-experimental design for general causal inference</i>. New York, NY: Houghton Mifflin.</p> <p>Chapters 1–2 (pp. 1–37) and Chapter 4, Part 1 (pp. 58–68): Schneider, B., Carnoy, M., Kilpatrick, J., Schmidt, W. H., &amp; Shavelson, R. J. (2007). Estimating causal effects using experimental and observational designs (Report from the Governing Board of the American Educational Research Association Grants Program). Washington, DC: American Educational Research Association. Retrieved from <a href="http://www.aera.net/Portals/38/docs/Causal%20Effects.pdf">http://www.aera.net/Portals/38/docs/Causal%20Effects.pdf</a></p> <p><b>Example Study</b></p> <p>Slavin, R. E., Cheung, A., Holmes, G. C., Madden, N. A., &amp; Chamberlain, A. (2012). Effects of a data-driven district reform model on state assessment outcomes. <i>American Educational Research Journal</i>, 50(2), 371–396. doi: 10.3102/0002831212466909</p>
3: Sept. 25	<p><b>Narrative and Ethnography Research</b></p>	<p><b>Required Readings</b></p> <p>Pole, C. &amp; Morrison, M. (2003). Defining ethnography. In</p>

In this week we explore the canonical qualitative methods of narrative and ethnography. These methods involve rich description and make very explicit the assumptions that researchers bring to their study.

We also consider the ways that different paradigms intersect in the same methodological tradition. Unlike in experimental design, which is essentially always positivistic, traditional positive work can span across paradigms, which both broadens the types of questions it can address and also can lead to contention within the same methodological tradition.

C. Pole and M. Morrison (Eds.), *Ethnography in Education* (pp. 1-15). McGraw-Hill.

Connelly, F.M. & Clandinin, D.J. Stories of experience and narrative inquiry. *Educational Researcher*, 19(5), 2-14.

Elbaz-Luwisch, F. (1997). Narrative research: Political issues and implications. *Teaching and Teacher Education*, 13(1), 75–83. doi: 10.1016/S0742-051X(96)00042-X

Lin, A. C. (1998). Bridging positivist and interpretivist approaches to qualitative methods. *Policy Studies Journal*, 26(1), 162–180. doi: 10.1111/j.1541-0072.1998.tb01931.x

Payne, G., & Williams, M. (2005). Generalization in qualitative research. *Sociology*, 39(2), 295–314. doi: 10.1177/0038038505050540

### **Example Studies**

Valli, L., & Chambliss, M. (2007). Creating classroom cultures: One teacher, two lessons, and a high-stakes test. *Anthropology and Education Quarterly*, 38(1), 42–60. doi: 10.1525/aeq.2007.38.1.57

Cabrera, N. L., Meza, E. L., Romero, A. J., & Rodriguez, R. (2013). “If there is no struggle, there is no progress”: Transformative youth activism and the school of ethnic studies. *Urban Review: Issues and Ideas in Public Education*, 45(1), 7–22. doi: 10.1007/s11256-012-0220-7

### **Highly Recommended**

Plummer (1995). “An invitation to the sociology of stories.” In *Telling sexual stories: Power, change, and social worlds*.

### **Recommended (Optional) Readings**

Eisenhart, M. (2001). Changing conceptions of culture and ethnographic methodology: Recent thematic shifts and their implications for research on teaching. In V. Richardson (Ed.), *Handbook of research on teaching* (4th ed., pp. 209–225). Washington, DC: American Educational Research Association.

Young, M. D. (1999). Multifocal educational policy research:

		<p>Toward a method for enhancing traditional educational policy studies. <i>American Educational Research Journal</i>, 36(4), 677–714. doi: 10.3102/00028312036004677</p> <p>Tilly, C. (2002). The trouble with stories. In <i>Stories, identities, and political change</i> (pp. 25–42). Lanham, MD: Rowman &amp; Littlefield.</p> <p>Fine, G. A., Morrill, C., &amp; Surianarain, S. (2009). Ethnography in organizational settings. In D. Buchanan &amp; A. Bryman (Eds.), <i>Sage handbook of organizational research methods</i> (pp. 602–619). Thousand Oaks, CA: Sage Publications.</p>
4: Oct. 2	<p><b>Survey Research</b></p> <p>Surveys are used in a broad range of studies in which the researcher wants to understand people’s perceptions, preferences and self-reports- e.g., election polls, views on different aspects of instruction, reports on activities during certain time spans. In this way, they often provide “quantitized” qualitative data (data that is, at core, of a qualitative nature, but has been rendered in a form by which quantitative methods may be used for analysis) that are often combined with measured quantitative outcomes to draw inferences.</p> <p>Surveys have also been used in extremely large-scale studies that rigorously sample population characteristics, various outcome measures, and self-reports (such as the NELS, TIMSS).</p>	<p><b>Required Readings</b></p> <p>Fowler, F. J. (2009). <i>Survey research methods</i>. Thousand Oaks, CA: Sage Publications.</p> <p>Bradburn, N. M. Understanding the question-answer process. <i>Survey methodology</i>, 30(1), 5-15.</p> <p><b>Example Studies</b></p> <p>Wößmann, L. (2006). International evidence on expenditure and class size: A review. <i>Brookings Papers on Education Policy</i>, 2006(1), 245–272. Retrieved from <a href="http://www.jstor.org/stable/20067284">http://www.jstor.org/stable/20067284</a></p> <p>Leithwood, K., &amp; Mascall, B. (2008). Collective leadership effects on student achievement. <i>Educational Administration Quarterly</i>, 44(4), 529–561. doi: 10.1177/0013161X08321221</p> <p><b>Recommended (Optional) Readings</b></p> <p>Mullis, I. V. S., Martin, M. O., Foy, P., &amp; Arora, A. (2012). <i>TIMSS 2011 international results in mathematics</i>. Chestnut Hill, MA: TIMSS &amp; PIRLS International Study Center, Lynch School of Education, Boston College. Retrieved from <a href="http://timssandpirls.bc.edu/timss2011/downloads/T11_IR_Mathematics_FullBook.pdf">http://timssandpirls.bc.edu/timss2011/downloads/T11_IR_Mathematics_FullBook.pdf</a></p>
5: Oct. 9	<p><b>Quasi-Experimental Design</b></p> <p>For both practical and ethical reasons, it is not feasible to conduct randomized experiments in the majority of</p>	<p><b>Required Readings</b></p> <p>Chapter 3 (pp. 38–57) &amp; Chapter 4, Parts 2–4 (pp. 69–108): Schneider, B., Carnoy, M., Kilpatrick, J., Schmidt, W. H., &amp; Shavelson, R. J. (2007). <i>Estimating causal effects using</i></p>

	<p>educational research contexts. Therefore, a range of other quantitative approaches have been developed that attempt to be sufficiently rigorous to support causal explanations of findings. This week, we review a sampling of those methods, focusing on interrupted time-series, regression discontinuity, and propensity score matching.</p>	<p><i>experimental and observational designs</i> (Report from the Governing Board of the American Educational Research Association Grants Program). Washington, DC: American Educational Research Association. Retrieved from <a href="http://www.aera.net/Portals/38/docs/Causal%20Effects.pdf">http://www.aera.net/Portals/38/docs/Causal%20Effects.pdf</a></p> <p>Chapters 1–3: Freedman, D. A. (2010). <i>Statistical models and causal inference: A dialog with the social sciences</i>. New York, NY: Cambridge University Press. [On e-college]</p> <p><b>Example Texts</b></p> <p>Burris, C. C., Wiley, E. D., Welner, K., &amp; Murphy, J. (2008). Accountability, rigor, and detracking: Achievement effects of embracing a challenging curriculum as a universal good for all students. <i>Teachers College Record, 110</i>(3), 571–607. Retrieved from <a href="http://www.tcrecord.org/Content.asp?ContentId=14614">http://www.tcrecord.org/Content.asp?ContentId=14614</a></p> <p>Hong, G., &amp; Raudenbush, S. W. (2005). Effects of kindergarten retention policy on children's cognitive growth in reading and mathematics. <i>Educational Evaluation and Policy Analysis, 27</i>(3), 205–224. doi: 10.3102/01623737027003205</p> <p><b>Recommended (Optional) Readings</b></p> <p>What we didn't read in Week 2 from: Shadish, W. R., Cook, T. D., &amp; Campbell, D. T. (2002). <i>Experimental and quasi-experimental design for general causal inference</i>. New York, NY: Houghton Mifflin.</p>
6: Oct. 16	<p><b>Discourse Analysis</b></p> <p>Discourse analysis includes far more than a simple analysis of the words that people say. It is a way of capturing human interaction, social relationships, power dynamics, underlying social assumptions, and interpretations of what is said at multiple levels. Discourse analysis also spans epistemological paradigms and has typically been used in postpositivist ways to better understand concrete occurrences (like what students learned from a lesson or</p>	<p><b>Required Readings</b></p> <p>Pomerantz, A., &amp; Fehr, B. J. (2011). Conversation analysis: An approach to the analysis of social interaction. In T. A. van Dijk (Ed.), <i>Discourse studies: A multidisciplinary introduction</i> (pp. 165–190). London, United Kingdom: Sage Publications.</p> <p>Chapters 1 &amp; 2: Rhymes, B. (2009). <i>Classroom discourse analysis: A tool for critical reflection</i>. Cresskill, NJ: Hampton Press.</p> <p><b>Required Examples</b></p>

	<p>what happened in some situation), in interpretivist ways to understand how people make sense of the world, and in critical traditions to understand how individuals with little formal power resist or insulate themselves.</p>	<p>Figuroa, A. M. (2011). Citizenship and Education in the Homework Completion Routine. <i>Anthropology and Education Quarterly</i>, 42 (3), 263-280.</p> <p>Figuroa, A. M. (2014). La Carta de Responsabilidad: The Problem of Departure. In D. Paris and M. T. Winn (Eds.) <i>Humanizing Research: Decolonizing Qualitative Inquiry With Youth and Communities</i>. SAGE.</p> <p><b>Recommended, Optional Examples</b></p> <p>Duff, P. A. (2002). The discursive co-construction of knowledge, identity, and difference: An ethnography of communication in the high school mainstream. <i>Applied Linguistics</i>, 23(3), 289–322. doi: 10.1093/applin/23.3.289</p> <p>Gutiérrez, K., Rymes, B., &amp; Larson, J. (1995). Script, counterscript, and underlife in the classroom: James Brown vs. Brown v. The Board of Education. <i>Harvard Educational Review</i> 65(3), 445–471. Retrieved from <a href="http://www.academia.edu/3953840/James_Brown_vs._Brown_v._The_Board_of_Education_Script_counterscript_and_underlife_in_the_classroom">http://www.academia.edu/3953840/James_Brown_vs._Brown_v._The_Board_of_Education_Script_counterscript_and_underlife_in_the_classroom</a></p> <p>Zolkower, B., &amp; Shreyer, S. (2007). A teacher’s mediation of a thinking-aloud discussion in a 6th grade mathematics classroom. <i>Educational Studies in Mathematics</i>, 65(2), 177–202. doi: 10.1007/s10649-006-9046-0</p> <p><b>Recommended (Optional) Readings:</b></p> <p>Phillips, N. &amp; Di Domenico, M. (2009). Discourse analysis in organizational research: Methods and debates. In D. Buchanan &amp; A. Bryman (Eds.), <i>Sage handbook of organizational research methods</i> (pp. 549–565). Thousand Oaks, CA: Sage Publications.</p> <p>Rymes, B. &amp; Pash, D. (2001). Questioning identity: The case of one second-language learner. <i>Anthropology &amp; Education Quarterly</i>, 32(3), 276–300. Retrieved from <a href="http://www.jstor.org/stable/3195989?seq=2">http://www.jstor.org/stable/3195989?seq=2</a></p>
7: Oct. 23	<p><b>Social Network Analysis</b></p> <p>Social network analysis provides technical methods for characterizing the social relationships among individuals within particular contexts. SNA often are used to better</p>	<p><b>Required Readings</b></p> <p>Hanneman, R. A., &amp; Riddle, M. (2005). <i>Introduction to social network methods</i>. Riverside, CA: University of California, Riverside (published in digital form at <a href="http://faculty.ucr.edu/~hanneman/">http://faculty.ucr.edu/~hanneman/</a> ).</p>

	<p>understand the frequency and/or nature of interactions of individuals within schools, communities, classrooms etc.</p>	<p><b>Examples</b></p> <p>Penuel, W. R., Riel, M., Krause, A. E., &amp; Frank, K. A. (2009). Analyzing teachers' professional interactions in a school as social capital: A social network approach. <i>Teachers College Record</i>, 111(1), 124–163. Retrieved from <a href="http://www.tcrecord.org/Content.asp?ContentId=15174">http://www.tcrecord.org/Content.asp?ContentId=15174</a></p> <p><b>Recommended (Optional) Readings</b></p> <p>Freeman, L. C. (2000). See you in the funny papers: Cartoons and social networks. <i>Connections</i>, 23(1), 32–42. Retrieved from <a href="http://www.insna.org/PDF/Connections/v23/2000_1-1_84-101.pdf">http://www.insna.org/PDF/Connections/v23/2000_1-1_84-101.pdf</a></p> <p>Knoke, D., &amp; Yang, S. (2008). <i>Social network analysis</i> (2nd ed.). Thousand Oaks, CA: Sage Publications.</p> <p>Brass, D. J., Galaskiewicz, J., Greve, H. R., &amp; Tsai, W. (2004). Taking stock of networks and organizations: A multilevel perspective. <i>Academy of Management Journal</i>, 47(6), 795–817. doi: 10.2307/20159624</p> <p><i>This is succinct and straightforward, though does not deal with Education as a domain.</i></p>
8: Oct. 30	<p><b>Participatory and Action Research</b></p> <p>This research paradigm calls for research in which the researcher and the participants collaborate with each other in the project. Research is not done <i>on</i> or <i>for</i> participants or the target community, but <i>with</i> them, often with the goal of either empowering the target community or building understanding or capacity.</p> <p>Two notable domains of Participatory and Action Research in education have emerged from critical researchers and teacher educators. Critical researchers consider most other methodological traditions to exacerbate power dynamics in which traditionally disadvantaged groups continue to be told things by “authorities” and use PAR to facilitate empowerment.</p>	<p><b>Required Readings</b></p> <p>Chapters 1–2 (pp. 1–36) &amp; Chapters 11–13 (pp. 212–279): Atweh, B., Kemmis, S., &amp; Weeks, P. (Eds). (1998). <i>Action research in practice</i>. New York, NY: Routledge.</p> <p><b>Examples</b></p> <p>Sleeter, C. E., Torres, M. N., &amp; Laughlin, P. (2004). Scaffolding conscientization through inquiry in teacher education. <i>Teacher Education Quarterly</i>, 31(1), 81–96. Retrieved from <a href="http://files.eric.ed.gov/fulltext/EJ795236.pdf">http://files.eric.ed.gov/fulltext/EJ795236.pdf</a></p> <p><b>Recommended (Optional) Readings</b></p> <p>Other chapters in Atweh, based on your interest.</p> <p>Cammarota, J., &amp; Fine, M. (2008). <i>Revolutionizing education: Youth participatory action research in motion</i>. New York, NY: Routledge.</p>

	<p>Teacher educators often use action research as a way to build buy in amongst novice teachers and to encourage them to more systematically reflect on their practice and their assumptions about students, learning, and social settings.</p>	
<p>9: Nov. 6</p>	<p><b>Case Study 1, Casing and Conceptual Issues in Case Studies</b></p> <p>“One initial point of confusion is that case studies are sometimes labeled as a research method, and sometimes as a research design.... [T]he case is the unit of analysis, whether based on a whole or part of an organization... Each case must be constructed.... Whilst it is the overall design of the case study (or multiple case studies) which provides the framework of the research design, it is the individual elements in the construction of each case that constitute a research method” (from p. 466 of <i>The Sage Handbook of Organizational Research Methods</i>).</p> <p>In our first week on case studies, we look at traditional methodological takes of case studies, which are often seen as multi-site ethnographies in which additional data is collected for a more comprehensive description. Case study researchers, however, look at the case study as a way of designing credible research that relies on other methodological traditions (ethnographies, surveys, quasi-experiments, ...) to understand a bounded context. In this view, much of the methodological focus is on <i>casing</i>, defining the contexts and ensuring that it is a meaningful example.</p>	<p><i>DRAFT: Verify there is no newer Syllabus for this week!</i></p> <p><b>Required Readings</b></p> <p>Ragin, C. C. (1992). Introduction: Cases of “What is a case?”. In C. C. Ragin &amp; H. S. Becker (Eds.), <i>What is a Case?</i> (pp. 1–17). New York, NY: Cambridge University Press.</p> <p>Chapters 1–2:</p> <p>Yin, R. K. (2009). <i>Case study research: Design and methods</i>. Thousand Oaks, CA: Sage Publications.</p> <p>Fiss, P. C. (2009). Case studies and the configurational analysis of organizational phenomena. In D. Byrne &amp; C. C. Ragin (Eds.), <i>The Sage handbook of case study methods</i> (pp.424–440). Thousand Oaks, CA: Sage Publications.</p> <p><b>Example Study</b></p> <p>Duncan-Andrade, J. (2007). Gangstas, wankstas, and ridas: Defining, developing, and supporting effective teachers in urban schools. <i>International Journal of Qualitative Studies in Education</i>, 20(6), 617-638. doi: 10.1080/09518390701630767</p> <p>Kolbe, T., &amp; Strunk, K. O. (2012). Economic incentives as a strategy for responding to teacher staffing problems: A typology of policies and practices. <i>Educational Administration Quarterly</i>, 48(5), 779–813. doi: 10.1177/0013161X12441011</p> <p><b>Recommended (Optional) Readings</b></p> <p>Riain, S. O. (2009). Extending the ethnographic case study. In D. Byrne &amp; C. C. Ragin (Eds.), <i>The Sage handbook of case study methods</i> (pp. 289–306). Thousand Oaks, CA: Sage Publications.</p> <p>Geddes, B. (1990). How the cases you choose affect the answers you get: Selection bias in comparative politics. <i>Political Analysis</i>, 2, 131–150. Retrieved from <a href="http://www.nyu.edu/classes/nbeck/q2/geddes.pdf">http://www.nyu.edu/classes/nbeck/q2/geddes.pdf</a></p> <p>Burawoy, M. (1998). The extended case method. <i>Sociological Theory</i>, 16(1), 4–33. Retrieved from <a href="http://burawoy.berkeley.edu/Methodology/ECM.ST.pdf">http://burawoy.berkeley.edu/Methodology/ECM.ST.pdf</a></p> <p>Tsoukas, H. (2009). Craving for generality and small-N</p>

		<p>studies: A Wittgensteinian approach toward the epistemology of the particular in organization and management studies. In D. A. Buchanan and A. Bryman (Eds.), <i>The Sage handbook of organizational research methods</i> (pp. 285–301). Thousand Oaks, CA: Sage Publications.</p> <p>Carter, B., &amp; Sealy, A. (2009). Reflexivity, realism, and the process of casing. In D. Byrne &amp; C. C. Ragin (Eds.), <i>The Sage handbook of case study methods</i>. Thousand Oaks, CA: Sage Publications.</p> <p>Ragin, C. C. (2009). Reflections on casing and case-oriented research. In D. Byrne &amp; C. C. Ragin (Eds.), <i>The Sage handbook of case study methods</i> (pp. 522–534). Thousand Oaks, CA: Sage Publications.</p>
<p>10: Nov. 13</p>	<p><b>Case Study 2, Methodological Perspectives on Case Studies</b></p> <p>This week we further pursue issues and examples of case study approaches to understanding educational problems.</p>	<p><b>Required Readings</b></p> <p>Searight, J., &amp; Gerring, J. (2008). Case selection techniques in case study research: A menu of qualitative and quantitative options. <i>Political Research Quarterly</i>, 61(2), 294–308. doi: 10.1177/1065912907313077</p> <p>Flyvbjerg, B. (2004). Five misunderstandings about case-study research. In C. Seale, G. Gobo, J. F. Gubrium, &amp; D. Silverman (Eds.), <i>Qualitative research practice</i> (pp. 420-434). Thousand Oaks, CA: Sage Publications.</p> <p>George, A. L., &amp; Bennett, A. (2004). Process tracing. In A.L. George and A. Bennett, <i>Case studies and theory development in the social sciences</i>. Cambridge, MA: MIT Press. Chapters 1–3 available at <a href="http://keats.kcl.ac.uk/pluginfile.php/818790/mod_resource/content/1/Bennett%20and%20George%20-%20Intro,%20Chap%201.pdf">http://keats.kcl.ac.uk/pluginfile.php/818790/mod_resource/content/1/Bennett%20and%20George%20-%20Intro,%20Chap%201.pdf</a></p> <p><b>Examples</b></p> <p>Stringfield, S. C., &amp; Yakimowski-Sreblick, M. E. B. (2005). Promise, progress, problems, and paradoxes of three phases of accountability: A longitudinal case study of the Baltimore City Public Schools. <i>American Educational Research Journal</i>, 42(1), 43–75. Retrieved from <a href="http://www.jstor.org/stable/3699455">http://www.jstor.org/stable/3699455</a></p> <p>Datnow, A., Borman, G. D., Stringfield, S., Overman, L. T., &amp; Castellano, M. (2003). Comprehensive school reform in culturally and linguistically diverse contexts:</p>

		<p>Implementation and outcomes from a four-year study. <i>Educational Evaluation and Policy Analysis</i>, 25(2), 143–170. doi: 10.3102/01623737025002143</p> <p><b>Recommended (Optional) Readings</b></p> <p>Byrne, D., Olsen, W., &amp; Duggan, S. (2009). Causality and interpretation in qualitative policy-relevant research. In D. Byrne &amp; C. C. Ragin (Eds.), <i>The Sage handbook of case study methods</i>. Thousand Oaks, CA: Sage Publications.</p> <p>Eisenhardt, K. M., &amp; Graebner, M. E. (2007). Theory building from cases as one of the best bridges from rich evidence to “mainstream” research. <i>The Academy of Management Journal</i>, 50(1), 25–32. doi: 10.2307/20159839</p> <p>Dopson, S., &amp; Fitzgerald, L. (2009). Comparative case study designs: Their utility and development in organizational research. In D. A. Buchanan &amp; A. Bryman (Eds.), <i>Sage handbook of organizational research methods</i>. Thousand Oaks, CA: Sage Publications.</p> <p>Collier, D., &amp; Mahoney, J. (1996). Insights and pitfalls: Selection bias in qualitative research. <i>World Politics</i>, 49(1), 56–91. Retrieved from <a href="http://www.jstor.org/stable/25053989">http://www.jstor.org/stable/25053989</a></p> <p>Sartori, G. (1991). Comparing and miscomparing. <i>Journal of Theoretical Politics</i>, 3(3), 243–257. doi: 10.1177/0951692891003003001</p> <p>Pages 17–53:</p> <p>Pierson, P. (2004). <i>Politics in time: History, institutions, and social analysis</i>. Princeton, NJ: Princeton University Press.</p> <p>Rihoux, B. (2006). Qualitative comparative analysis (QCA) and related systematic comparative methods: Recent advances and remaining challenges for social science research. <i>International Sociology</i>, 21(5), 679–706. doi: 10.1177/0268580906067836</p> <p>Scholz, R. W., &amp; Tietje, O. (2002). <i>Embedded case study methods</i>. Thousand Oaks, CA: Sage Publications</p>
11: Nov. 20	<p><b>Design Research</b></p> <p>Design research is an iterative process in which some type of intervention is</p>	<p><b>Required Readings</b></p> <p>Barab, S., &amp; Squire, K. (2004). Design-based research: Putting a stake in the ground. <i>The Journal of the</i></p>

designed, implemented, and continually assessed and refined within the ongoing context for which the intervention is intended. This approach, which has become integral to the learning sciences, represents a significant departure from the classic empirical approach of evaluating the quality of an already-designed intervention. In colloquial terms, if the intervention in an experimental design goes south due to one aspect of the design, one might ask, “Well, this is becoming a waste of time, can’t we just change it and see what happens when we do?” Design research allows for this type of iterative refinement.

*Learning Sciences*, 13(1), 1–14. doi: 10.1207/s15327809jls1301\_1

Edelson, D. C. (2002). Design research: What we learn when we engage in design. *The Journal of the Learning Sciences*, 11(1), 105–121. Retrieved from <http://www.cs.uic.edu/~i523/edelson.pdf>

Sandoval, W. A. (2004). Developing learning theory by refining conjectures embodied in educational designs. *Educational Psychologist*, 39 (4), 213–223. doi: 10.1207/s15326985ep3904\_3

### **Recommended Readings**

Penuel, W. R. (2014). *Advice for developing a research design that employs Design-Based Implementation Research (DBIR)* (Research & Practice Collaboratory Brief). Cambridge, MA: Research & Practice Collaboratory. Retrieved from [http://researchandpractice.org/system/resources/319/assets/original/Developing\\_a\\_DBIR\\_Research\\_Plan\\_FINALRR.pdf?1411531855](http://researchandpractice.org/system/resources/319/assets/original/Developing_a_DBIR_Research_Plan_FINALRR.pdf?1411531855)

Cobb, P., Jackson, K., Smith, T., Sorum, M., & Henrick, E. (2013). Design research with educational systems: Investigating and supporting improvements in the quality of mathematics teaching and learning at scale. In W. R. Penuel, B. J. Fishman, & B. H. Cheng (Eds.), *National Society for the Study of Education yearbook on design-based implementation research* (Vol. 12, Issue 2, pp. 320–349). New York, NY: National Society for the Study of Education.

Fishman, B. J., Penuel, W. R., Allen, A., Cheng, B. H., & Sabelli, N. (2013). Design-based implementation research: An emerging model for transforming the relationship of research and practice. In W. R. Penuel, B. J. Fishman, & B. H. Cheng (Eds.), *National Society for the Study of Education yearbook on design-based implementation research* (Vol. 12, Issue 2, pp. 136–156). New York, NY: National Society for the Study of Education.

### **Example Study**

Lehrer, R., & Schauble, L. (2004). Modeling natural variation through distribution. *American Educational Research Journal*, 41(3), 635–679. doi: 10.3102/00028312041003635

<p>12: Nov. 25</p>	<p><b>Mixed Methodology</b></p> <p>Mixed methods is a broad and fuzzy term for the use of different methodological traditions to study a particular problem. While developments in case study research often uses multiple methods to collect different types of data better understanding a bounded context, an important strand of the mixed methods tradition focuses on collecting data using techniques that rely on different underlying <i>paradigms</i>.</p>	<p><b>Required Readings</b></p> <p>Johnson, R. B., &amp; Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. <i>Educational researcher</i>, 33(7), 14–26. doi: 10.3102/0013189X033007014</p> <p>Onwuegbuzie, A. J., &amp; Combs, J. P. (2010). Emergent data analysis techniques in mixed methods research: A synthesis. In A. Tashakkori C. Teddlie (Eds.), <i>Sage handbook of mixed methods in social &amp; behavioral research</i> (pp. 397–430). Thousand Oaks, CA: Sage Publications.</p> <p>Dellinger, A. B., &amp; Leech, N. L. (2007). Toward a unified validation framework in mixed methods research. <i>Journal of Mixed Methods Research</i>, 1(4), 309–332. doi: 10.1177/1558689807306147</p> <p><b>Examples</b></p> <p>Day, C., Sammons, P., &amp; Gu, Q. (2008). Combining qualitative and quantitative methodologies in research on teachers’ lives, work, and effectiveness: From integration to synergy. <i>Educational Researcher</i>, 37(6), 330–342. doi: 10.3102/0013189X08324091</p> <p>Onwuegbuzie, A. J., Witcher, A. E., Collins, K. M. T., Filer, J. D., Wiedmaier, C. D., and Moore, C. W. (2007). Students’ Perceptions of Characteristics of Effective College Teachers: A Validity Study of a Teaching Evaluation Form Using a Mixed-Methods Analysis. <i>American Educational Research Journal</i>, 44 (1), 113-160.</p> <p><b>Recommended (Optional) Readings</b></p> <p>Johnson, R. B., Onwuegbuzie, A. J., &amp; Turner, L. A. (2007). Toward a definition of mixed methods research. <i>Journal of Mixed Methods Research</i>, 1(2) 112–133. doi: 10.1177/1558689806298224</p> <p>Giddings, L. S. (2006). Mixed-methods research: Positivism dressed in drag? <i>Journal of Research in Nursing</i>, 11(3), 195–203. doi: 10.1177/1744987106064635</p> <p>Onwuegbuzie, A. J., &amp; Collins, K. (2007). A typology of mixed methods sampling designs in social science research. <i>The Qualitative Report</i>, 12(2), 281–316.</p>
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		<p>Retrieved from <a href="http://www.nova.edu/ssss/QR/QR12-2/onwuegbuzie2.pdf">http://www.nova.edu/ssss/QR/QR12-2/onwuegbuzie2.pdf</a></p> <p>Sammons, P., Day, C., Kington, A., Gu, Q., Stobart, G., &amp; Smees, R. (2007). Exploring variations in teachers' work, lives and their effects on pupils: Key findings and implications from a longitudinal mixed-method study. <i>British Educational Research Journal</i>, 33(5), 681–701. doi: 10.1080/01411920701582264</p>
13: Dec. 4	<p><b>Complexity Theory and Complex Adaptive Systems</b></p> <p>Complexity theory focuses on the modeling of parts of systems and their interactions to explain complex phenomena at system or organizational levels. Such theories have begun to be applied in many domains, particularly language acquisition and are now being applied more broadly.</p>	<p><b>Required Readings</b></p> <p>Larsen-Freeman, D., &amp; Cameron, L. (2008). Research methodology on language development from a complex systems perspective. <i>The Modern Language Journal</i>, 92(2), 200–213. doi: 10.1111/j.1540-4781.2008.00714.x</p> <p>Davis, B., &amp; Sumara, D. J. (1997). Cognition, complexity, and teacher education. <i>Harvard Educational Review</i>, 67(1), 105–125.</p> <p>Thiéart, R. A., &amp; Forgues, B. (1995). Chaos theory and organization. <i>Organization Science</i>, 6(1), 19–31. Retrieved from <a href="http://www.jstor.org/stable/2635237">http://www.jstor.org/stable/2635237</a></p> <p>Maroulis, S., Guimerà, R., Petry, H., Stringer, M. J., Gomez, L. M., Amaral, L. A. N., &amp; Wilensky, U. (2010). Complex systems view of educational policy research. <i>Science</i>, 330(6000), 38–39. doi: 10.1126/science.1195153</p> <p><b>Recommended (Optional) Readings</b></p> <p>Harvey, D. L. (2009). Complexity and case. In D. Byrne &amp; C. C. Ragin (Eds.), <i>The Sage handbook of case study methods</i> (pp. 15–38). Thousand Oaks, CA: Sage Publications.</p> <p>Selected sections from Byrne, D., &amp; Callaghan, G. (2014). <i>Complexity theory and the social sciences: The state of the art</i>. New York, NY: Routledge.</p> <p>Cilliers, P. (2001). Boundaries, hierarchies and networks in complex systems. <i>International Journal of Innovation Management</i>, 5(2), 135–147. doi: 10.1142/S1363919601000312</p> <p>Lemke, J. L., &amp; Sabelli, N. H. (2008). Complex systems and educational change: Towards a new research agenda.</p>

		<p><i>Educational Philosophy and Theory</i>, 40(1), 118–129. doi: 10.1111/j.1469-5812.2007.00401.x</p> <p>Maroulis, S., &amp; Wilensky, U. (2014). Social and task interdependencies in the street-level implementation of innovation. <i>Journal of Public Administration Research and Theory</i>. doi: 10.1093/jopart/mut084</p>
14: Dec. 11	Group Presentations	Students will make brief presentations of their final project to the class.