

Course: Advanced Topics in Research Method in Education (Core Course)

Credits: 4

Duration: January 2018 to April 2018,

Day and time: *Tuesday* 2:30 pm to 4:30 pm and *Friday* 11:00 am to 1:00 pm.

Instructors: Mashood K. K. and Sugra Chunawala

This course is placed in the third semester for second year students as a continuation of the course Methods of Science and Mathematics Educational Research that they took earlier. The course is intended to introduce basic and advanced research methods used in educational research with emphasis on qualitative research methodologies. Apart from revisiting some basic concepts like sampling, reliability, validity, variance and research methods such as, surveys, case studies, ex-post facto research, action research, experimental and quasi-experimental research; the course will also focus on topics like: effective literature review, content analysis, visual methods in research, feminist methodologies etc.

It is intended that this course will orient students as to why qualitative research has become particularly relevant, enable students to appreciate the range of research methods possible in the field of education, identify and acknowledge the positives and limitations of various research methodologies and apply these in their future research projects.

The class will be discussion-based. Readings would be presented by instructor or student each week in their chosen mode of presentation (posters/chalk and board/ worksheets/ power-point presentations). Students are also expected to lead the discussion.

In all, there will be around 20 sessions, including student seminars and guest lecturers. Assessment will be based on classroom interactions and presentations/seminars (constitutes 30% of marking) and assignments (constitutes 30% of marking). In addition, students would have to conduct a small proto research and submit the same in writing (upto 5000 words). The proto research study (constitutes 40% of marking) can be original, replication of a published work, or a continuation of the work done in the earlier course.

COURSE FORMAT:

Each class will focus on discussion of the weekly readings with group and whole class discussion. One person will be in charge of leading the group discussion each week. ***Each student will submit a response paper no later than Sunday evening of the previous weekend- and no later than 5 pm.*** No late responses are accepted as this does not allow the instructor or lead discussant to prepare a meaningful class discussion outline.

COURSE MATERIALS:

1. Green, J.L., Camilli, G., and Elmore, P.B. (Eds. 2006) Handbook of complementary methods in education research (2006). Published for AERA by Lawrence Earlbaum Assoc.
2. Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in Education (Seventh Edition). Routledge.
3. Creswell J.W. (2011). Educational Research; Planning, Conducting and Evaluating Quantitative and Qualitative Research, PHI Learning Private Limited.
4. Stanczak, G. C. (Ed). (2007). Visual research method. Sage Publications.

5. Somekh, B., & Lewin, C. (Eds.). (2005). Research methods in the social sciences. Sage Publications/ Vistaar Publications.
6. Bryman, A. (2008). Social research methods. (Third Edition) Oxford University Press
7. Merriam, S. B. & Associates (2002). Qualitative research in practice. Jossey-bass/ A Wiley Imprint.
8. Flick U. (2010). An introduction to Qualitative Research, Sage Publications India Pvt Ltd, New Delhi
9. Other readings as disseminated throughout the course.

COURSE GOALS:

1. Learn about the different available methods in qualitative education research
2. Develop skills in analyzing and critiquing research articles that use education research methods
3. Synthesize findings from prior research in your specific area of interest and identify area which need more work.
4. Utilize some of these methods in designing your own research questions along with a plan to carry out the research and analyze the data.
5. Conduct a proto research.

COURSE EVALUATION:

Each student's performance will be graded on three aspects.

Formative assessments:

Weekly response papers: (30%). Everyone is expected to read each assigned article to be able to obtain a complete understanding of the material we are covering in class. Class participation and presentations will also be graded (20%) Response papers should go beyond "I like/don't like this paper" sort of comments. You should provide a thoughtful analysis of the following: "why" is the work important, is there adequate justification provided in the paper for the work, how meaningful is the research methodology, how does it potentially benefit future research, does it have practical implications for teaching- if not- are you able to think of any- and finally what questions does it leave unanswered.

Summative assessment:

1. Written research paper (30%): This summative assessment will involve the submission of a complete 5 page research paper in which you will develop your own research question(s) and an outline of how you propose to find answers using at least two of the methods we have discussed in class. The paper should be coherent and should follow professional guidelines such as what you have come across in your readings. All references should be listed using a standard APA format, please refer to the Chicago Style Guide (6th edition or above) for details. You will present your paper (as a powerpoint) to the class on the last day of the course.
2. A proto research to be conducted, written up and presented.

GRADES

1. Lack of submission of two or more response papers will result in a half-percentage point grade deduction for every missing response paper.
2. Class participation should occur in a constructive manner. While disagreements are welcome, all arguments and counter arguments should be presented in a polite, professional tone of voice to ensure that the conversation is beneficial to everyone.
3. Class Presentation: When you prepare your presentation for your given week- you need to incorporate all of the information from everyone's response papers and prepare a synthesis of that, which you will use to

lead the discussion. You will be peer-graded for this assignment based on a common grading rubric created in class.

4. Summative assessment: Rubric: 1. Clear Powerpoints (5% of grade), Logical flow of talk (intro, background, problem stated, why is this work necessary, what will you do, justification of chosen research methodology, expected results and discussion, future work) all need to be included in both – the oral presentation and written research paper.

SCHEDULE

The following represents a tentative schedule for the course.

Session 1: Tuesday January 23rd - Topic: Introduction

Session 2: Tuesday, January 30th - Topic: Qualitative and Quantitative Methods

Readings: 1) Howe, K. R. (1992). Getting over the quantitative-qualitative debate. *American Journal of Education*, 100(2), 236-256.

2) Eisenhart, M., & DeHaan, R. (2005). Doctoral preparation of scientifically based educational researchers. *Educational Researcher*, 34(4), 3–13

Session 3: Friday, February 2nd – Topic: Philosophies and epistemologies of educational research

Chapters 1 and 2, *Handbook of Complementary Methods in Education Research*

Session 4: Tuesday, February 6th- Topic: Use of Texts in education

Chapters 4, *Handbook of Complementary Methods in Education Research*

Session 5: Friday, February 9th – Topic: Case Studies

Readings: 1) Case Studies: Chapter 5. *Research Methods in Education*.

Session 6: Tuesday, February 13th – Topic: Clinical Interviews

Chapter 21. *Handbook of Complementary Methods in Education Research*

Session 7: Friday, February 16th – Topic: Design experiments

Chapter 11, *Handbook of Complementary Methods in Education Research*

Session 8: Tuesday, February 20th – Topic: Critical Theory and Grounded Theory

Readings: 1) Strauss, A., & Corbin, J. (1994). Grounded theory methodology: An overview. In N. Denzin & Y. Lincoln (Eds.), *Handbook of qualitative research* (pp. 273-285). Thousand Oaks, CA: SAGE.

2) North, C.E. (2007). “What do you mean by ‘*Anti-oppressive education*’?” Student interpretations of a high school leadership program. *Qualitative Studies in Education*, 20(1), 73-97.

Session 9: Friday, February 23rd - Topic: Finding Patterns in Field Notes

1) Chapter 17. Handbook of Complementary Methods in Education Research

Session 10: Tuesday, February 27th - Topic: Analysis of Gestures, Videotape and development of Coding Schemes in qualitative education research

Readings: 1) Chapter 10. Handbook of Complementary Methods in Education Research

2) Lozano, S., and Tversky, B. (2006). Communicative gestures facilitate problem solving for both communicators and recipients. *Journal of Memory and Language* 55, 47–63

Session 11 : Tuesday, March, 6th- Topic: Visual Research

Readings: Readings, Stanczak, G, (2007), *Visual Research Methods: Image, Society, and Representation*, Sage publications

Session 12: Friday, March 9th - Topic: Critical Ethnography

Readings: 1) Chapter 16. Handbook of Complementary Methods in Education Research

Session 13 : Tuesday, March 13th - Topic: Action Research

Readings1) Chapter 9. Research Methods in Education

Session 14: Friday, March 16th - Topic: Discourse Analysis

Readings:1) Gee, J. P. (2005). *An introduction to discourse analysis: Theory and method*. (2nd edition) (pp. 1-19; 94-117). New York: Routledge.

2) Chapter 13, Handbook of Complementary Methods in Education Research.

Session 15 : Tuesday, March 20th - Topic: Narrative Inquiry

Chapter 28, Handbook of Complementary Methods in Education Research.

Session 16: Friday, March 23th - Topic: Triangulation

Reading:1) Chapter 11. Research Methods in Education.

Session 17: Tuesday, March 27th - Topic: Historical research

Chapters, 19 and 20, Handbook of Complementary Methods in Education Research.

Session 18: Tuesday, April 3rd- Topic: Summarizing Qualitative Data

Readings: 1) Taber, K. S. (2000). Case studies and Generalizability: Grounded theory and research in science education. *International Journal of Science Education*, 22(5), 469-487.

2) Lozano, S., and Tversky, B. (2006). Communicative gestures facilitate problem solving for both communicators and recipients. *Journal of Memory and Language* 55, 47–63.

Session 19: Friday, April 6th - Proto research topics and proposals

Session 20 : Tuesday, April 9th - Proto research topics and proposals