



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

ILAC 5143-221: Theory and Research in Education

Course Description:

This course serves an introduction to the processes and products of educational research such as stages in designing a study, research methods, and identification of the components of a research-based article. This course also serves to develop critical consumers of educational research.

Class Dates, Location and Hours:

Dates: April 30 – May 5, 2019
Location: Stuttgart, Germany. See site director for classroom location.
Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.
Last day to enroll or drop without penalty: April 1, 2019

Site Director:

Email: apstuttgart@ou.edu. DSN: 431-3304 or CIV 07031-15-2580.

Professor Contact Information:

Course Professor: Kristy Brugar
Mailing Address: 820 Van Vleet Oval
University of Oklahoma
Norman, OK, 73019-2060
Telephone Number: (405) 325-1498
E-mail Address: kristy.a.brugar@ou.edu
Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Instructional Materials:

Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Course Objectives:

This course is designed to help graduate students become critical consumers (interpreters) and producers of educational research. As a result of this class, you should better understand:

1. Explore essence and nature of “research” (in general);
2. Develop an understanding of contemporary educational research aims and approaches;
3. Identify and describe major components of a research report (article, thesis, dissertation, or presentation); and
5. Experience ways to conduct, present, and publish educational research

Course Schedule:

Prior to In-Person Class Meetings: April 2 – April 29, 2019

| Date | Activities and Readings | Assignments |
|------------------------------|--|--|
| Week 1 April 2-8 | <i>Introductions</i> | Complete in the following: 1) Complete Canvas Discussion post “Introductions.” 2) Complete Canvas Discussion post “What is research?” 3) Review the course syllabus. |
| Week 2 April 9-15 | <i>What is research?</i> Read: Booth, Colomb, & Williams (2008), chapters 1 & 2 Listen to: <i>Visions of Education, Episode 23</i> (The Education Research/Teacher Divide) (podcast) | Canvas, Discussion, Reflection #1. Summarize the chapters and podcast (approximately 250 words). What questions/points of interest do you have based on these materials? |
| Week 3 April 16-22 | <i>Researchers, Research Ethics & Decisions</i> Read: Booth et al. (2008), chapters 7-8 Peshkin (1988) | Canvas, Discussion, Reflection #2. Summarize the readings (approximately 250 words). What questions/points of interest do you have based on these materials? |
| Week 4 April 23-29 | Complete CITI Training Modules, Link and Instructions on Canvas, Discussion, CITI Training | Submit CITI Training certificate |

During In-Person Class Meetings: April 30 - May 5, 2019

| Date | Activities and Readings | Assignments |
|--------------------------------|--|--------------------|
| Class 1 Tuesday April 30 | <i>Reading Research and Becoming a Researcher</i> Read: Schoenfeld & Lewis (2016) Anyon (1980) | NA |
| Class 2 Wednesday May 1 | <i>Qualitative, Quantitative, Mixed Methods, & Action Research</i> Read (each student will be assigned one article and serve as an expert about that article/content): Burkham, Michaels, & Lee (2007) Johnson & Onwuegbuzie (2004) Miles & Huberman (1994) Shadish, Cook, & Campbell, (2002), chapter 1 Houser, (1991) | NA |

| Date | Activities and Readings | Assignments |
|------------------------------|---|--|
| Class 3 Thursday May 2 | <i>Conducting Research, Formulating Questions</i> Read: “Conducting Teacher Action Research” | NA |
| Class 4 Friday May 3 | <i>Conducting Research, Interviewing</i> Read: Capote | Canvas, Discussion, Reflection # 3 Summarize the interview experiences (approximately 250 words). What questions/points of interest do you have based on this experience? |
| Class 5 Saturday May 4 | <i>Conducting Research, Observing</i> Read: Geertz (2005) | Canvas, Discussion, Reflection # 4 Summarize the observation experiences (approximately 250 words). What questions/points of interest do you have based on this experience? |
| Class 6 Sunday May 5 | <i>Presenting Research</i> <i>Research in Your Field/Problems & Questions</i> Read: TBA | Begin Journal Review Assignment (identify journal, volume, issue) |

Note: If you choose to read the course articles and chapters posted on Canvas using an iPad or some other handheld device, make sure to use an app that will allow you to highlight and make notes. This will aid you greatly in the in-class discussions.

Following In-Person Class Meetings: May 7 – 27, 2019

| Date | Assignment |
|---------------------|--|
| Week 6 May 7-13 | Canvas, Discussion, Reflection #5 You will create three (3) annotations for your Journal Review assignment |
| Week 7 May 14-20 | Continue to work on Journal Assignment |
| Week 8 May 21-27 | Submit Journal Review Assignment |

Assignments, Grading, and Due Dates: I= Individual assignment G= Group assignment

Attendance and Participation (30 points) (I)

Prompt and regular attendance is required. Each student’s presence and participation in every class is essential to the success of the class. **Students will receive credit per class session (online and face-to-face); points will not be awarded to students who are absent or late for any part of the session.** Active participation in discussions is expected. Active participation is identified as attending and preparing for class, initiating, sharing and responding to experiences, ideas, and observations about social studies content. **One can only participate if he/she is in attendance; as a result, these two items are linked.**

Canvas, Discussion, Reflections (10 points X 5 = 50 points)

Student will read, summarize, and question/react to the assigned readings and experiences. three prior to face-to-face meetings.

Journal Review (50 points) (I/G)

As graduate students and scholars, it is important to be aware of the available outlets of research in your respective fields. For this assignment, you will identify a research-oriented journal in your field of interest (e.g., *Theory and Research in Social Education, Journal of Urban Education*) to examine a particular issue of a journal within a volume. Individually, you will read one issue (this is usually 6 or more articles per issue). After reading, you will do/create three things.

1) Annotated Bibliography (20 points) (I)

You will identify each article from the issue you read in APA format and provide a short description/summary of each article.

2) Individual Synthesis (20 points) (I)

You will write a synthesis of your about issue the journal/your field addressing: (1) what problems are being addressed in the field?; (2) what kinds of questions are scholars asking?; (3) what methods are scholars employing in their research? *Make sure to identify the journal and volume you are summarizing.*

3) Reflection (10 points) (I)

You will write a short reflection about the ways in which (1) these readings have informed the way(s) you think about/about/see research and (2) how does your work/future goals in education fit into the field?

| Assignment | Due Date | Points |
|---|---|--------|
| Attendance (online and face-to-face) & Active Participation | Ongoing | 30 |
| Canvas, Discussion, Reflections | April 15 by 11:59pm April 22 by 11:59pm May 3 by 11:59pm May 4 by 11:59pm May 13 by 11:59pm | 50 |
| Journal Review Assignment | May 27 by 11:59pm (final) | 50 |
| NA | Total | 130 |

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Kristy A. Brugar, Ph.D.

Education

- 2012 Ph.D., Michigan State University, E. Lansing, MI
- 1996 M.Ed., Secondary Education, The George Washington University, Washington, D.C
- 1994 B.A., History, The University of Michigan, Ann Arbor, MI

Current Positions

- 2018-present Associate Professor, Jeannine Rainbolt College of Education, University of Oklahoma, Norman, OK
- 2014-2018 Assistant Professor, Jeannine Rainbolt College of Education, University of Oklahoma, Norman, OK
- 2012-2014 Assistant Professor, College of Education Wayne State University, Detroit, MI
- 2007-2012 Teaching Assistant & Research Assistant, College of Education, Michigan State University, E. Lansing MI
- 2002-2012 Special Lecturer, Department of Teacher Development and Educational Studies & Department of Professional Development, Oakland University, Rochester, MI

Frequently Taught Advanced Programs Courses

- ILAC 5003, Models of Instruction
- ILAC 6960, Learning and Technology

Major Areas of Teaching and Research Interest

- Social Studies Teaching and Learning
- Interdisciplinary Instruction
- Visual Literacy in Social Studies
- Teacher Professional Development

Representative Publications and Presentations

- Brugar, K.A. (2018) “We don’t have students color maps anymore . . .” A survey of social studies teachers use of visual materials. *Journal of Visual Literacy*, DOI: <http://dx.doi.org/10.1080/1051144X.2017.1397380>
- Brugar, K.A. & Roberts, K.L. (2018). Challenges in reading informational texts: Reading the words and the world. *Journal of Social Studies Research*, DOI: [10.1016/j.jssr.2017.02.001](https://doi.org/10.1016/j.jssr.2017.02.001)
- Brugar, K.A. & Whitlock, A.M. (2018) *How “social studies” are the social studies skills? An analysis of the essential social studies skills and strategies. The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, DOI: <https://doi.org/10.1080/00098655.2017.1418129>
- Brugar, K.A. (2017). Picturing social studies (p. 223-226). In S.G. Grant, J. Lee, K. Swann (Eds.) *Teaching social studies: A methods book for methods teachers*. Charlotte, NC: Information Age.
- Brugar, K. A. & Roberts, K. L. (2017). Seeing is believing: Promoting visual literacy in elementary social studies. *Journal of Teacher Education*, 68(3), 262-279. DOI: [10.1177/0022487117696280](https://doi.org/10.1177/0022487117696280)
- Brugar, K.A., Roberts, K.L., Jimenez, L.M., & Meyer, C.M. (2017). More than mere motivation: Learning specific content through multimodal narratives. *Literacy Research and Instruction*, 1-26. DOI: [10.1080/19388071.2017.1351586](https://doi.org/10.1080/19388071.2017.1351586)
- Brugar, K. (2016). *30 for 30: An inquiry into sports documentaries to engage in social history. The History Teacher*, 49(2), 285-299.
- Brugar, K.A. (2016). Teaching social studies/history to elementary school students through a discipline-specific approach. *Journal of Education* 196(2),
- Brugar, K. (2015). Children as civic agents. *Social Studies and the Young Learner*, 27(4), 5-10.

- Whitlock, A, Brugar, K.A., & Halvorsen, A. (2015). Overcoming Problems of Marginalization by Reimagining Elementary Social Studies Programs (p. 167-187). In A. R. Crowe and A. Cuenca (Eds.) *Rethinking Social Studies Teacher Education for 21st Century Citizenship*. New York: Springer International.
- Roberts, K. L., Brugar, K.A., & Norman, R.N. (2014). Finding Picture Perfect Graphical Devices: An Evaluation Tool. *The Reading Teacher* 68(4), 312-318.
- Roberts, K.L & Brugar, K. (2014). Navigating maps to support comprehension: When textbooks don't have GPS. *The Geography Teacher* 11(4), 149-163.
- Halvorsen, A., Duke, N.K., Brugar, K., Block, M., & Strachan, S. (2012). Narrowing the Achievement Gap in Second-Grade Social Studies and Content Area Literacy: The Promise of a Project-Based Approach. *Theory and Research in Social Education* 40 (3), 198-229.

Representative Presentations

- Roberts, K.L., Brugar, K.A., Jimenez, L.M., & Meyer, C.K. (December, 2018). *Comprehending and composing history with graphic novels*. Literacy Research Association, Indian Wells, CA.
- Whitlock, A.M. & Brugar, K.A. (November, 2017). *Teaching elementary social studies during snack time and in other unstructured spaces*. College and University Faculty Assembly College and University Faculty Assembly, San Francisco, CA.
- Brugar, K.A. (April, 2017). *Teaching in the visual world: Pre-service elementary teachers use of visual materials in social studies*. Division K: Teaching and Teacher Education. American Educational Research Association, Division C: Learning and Instructions. San Antonio, TX.
- Brugar, K. & Roberts, K. (December, 2016). *Developing pedagogical content knowledge in content-area literacy*. Literacy Research Association Annual Meeting, Nashville, TN.
- Brugar, K.A. & Roberts, K.L. (December, 2016). *Inquiring minds: Pre-service teachers reading, writing, and researching history through multi-genre projects*. College and University Faculty Assembly College and University Faculty Assembly, Washington, D.C.
- Roberts, K. & Brugar, K. (December, 2015). *Visual literacy development in elementary social studies*. Literacy Research Association Annual Meeting, Carlsbad, CA.
- Brugar, K. & Roberts, K. (April, 2015). *Reimagining Teacher Education: Forming Communities of Practice Across Content Areas and Contexts*. American Educational Research Association, Learning Division C - Learning and Instructions/Division C - Section 1b: Humanities, Social Sciences, Fine Arts.
- Roberts, K. & Brugar, K. (April, 2015). *A Hierarchy of Teacher Needs: Professional Development Practice Informing Theory*. American Educational Research Association, Division K - Teaching and Teacher Education/Division K - Section 8: Teacher Professional Development: Impact on Teacher Practices and Student Learning
- Brugar, K. (December, 2013). *Literacy across the curriculum and grade span: A reflective, evidence-based discussion*. Literacy Research Association, Dallas, TX.
- Brugar, K. (April, 2013). *What difference does curricular integration make? An inquiry of fifth-graders' learning of history through the humanities*. American Educational Research Association, San Francisco, CA.
- Brugar, K. (November, 2012). *A tale of two teachers*. College and University Faculty Assembly, Annual Conference, Seattle, WA.

Representative Honors and Awards Received

- Robert L. and Nan A. Huddleston Presidential Professor of Education (2018)
- Early Career Award, College and University Faculty Assembly, National Council for the Social Studies (2017)
- Jeannine Rainbolt College of Education, Summer Research Grant Amount Awarded (2017, 2015)
- Junior Faculty Award, JRCOE (2016)
- *The Geography Teacher* Best Content Article, Navigating maps to support comprehension: *When textbooks don't have gps*. (2015)
- Oklahoma State Regents for Higher Education, *Building collaboration among Oklahoma history teachers* (2015-2016)