



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

ILAC 5143-220: 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: November 13 – 18, 2018
Location: Building 2775, Rooms 10 and 11. Kapaun Air Station on Vogelweh Air Base.
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: October 15, 2018

Site Director:

Email: apramstein@ou.edu. Phone: DSN 480-6807, Civilian 06371-47-6807.

Professor Contact Information:

Course Professor: Neil Houser
Mailing Address: 820 Van Vleet Oval
University of Oklahoma
Norman, OK, 73019-2060
Telephone Number: (405) 325-1498
E-mail Address: nhouser@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.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fhcg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco: Jossey-Bass. ISBN 9780470283547.
2. Materials posted on the OU Canvas learning management system: Access Canvas at <https://oklahoma.instructure.com/>, enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.
 - a. Articles and Chapters
 - i. Anyon, Jean. (1980). Social class and the hidden curriculum of work. *Journal of*

- Education, 1, 67-92.*
- ii. Cox, Lynndi. (2016). *Avoiding Fatalism in Public Education: Transforming the Institution from Within*. Unpublished Masters Project, College of Education, University of Oklahoma, Norman, OK, 73019.
 - iii. Houser, Neil O. (1991). Teacher-Researcher. *Action in Teacher Education, 12(2), 55-60.*
 - iv. Houser, Neil O. (1995). Social Studies on the Back Burner: Views from the Field. *Theory and Research in Social Education, 23(2), 147-168.*
 - v. Houser, Neil O. (2015, Unpublished). Critical Research Notes (pp. 1-10)
 - vi. Philips, Susan U. (1972). Participation Structures and Communicative Competence: Warm Springs Children in Community and Classroom. In Cazden, C. B., John, V. P., & Hymes, D. (Eds.), *Functions of Language in the Classroom*. Columbia University: Teachers College Press
 - vii. Pimentel, George. (1963). The Activities of Science (pp. 30-31). In *Chemistry: An Experimental Science*. San Francisco: Freeman.
 - viii. Rosenthal, Robert & Babad, Elisha. (1985). Pygmalion in the Gymnasium. *Educational Leadership, Summer, 36-39.*
 - ix. Roy, Donald R. (1960). "Banana Time": Job Satisfaction and Informal Interaction. *Human Organization, 18(4), 158-168*
 - x. Tierney, Patrick. (2000). *Darkness in El Dorado: How scientists and journalists devastated the Amazon*. New York: Norton.
 - xi. Wells, Casey. (2010). *Fostering Community in the Classroom*. Unpublished Masters Project, College of Education, University of Oklahoma, Norman, OK, 73019.
- b. Audio and Video
 - i. Roochnik
 - ii. Merchants of cool
 - c. Other Materials
 - i. Tape-recording device

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

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. The essence and nature of "research" (in general);
2. Historical research paradigms (and their underlying assumptions of truth and knowledge);
3. Contemporary educational research aims and approaches;
4. Major components of a research report (article, thesis, dissertation, or presentation); and
5. Ways to conduct, present, and "publish" educational research.

Course Schedule:

Day 1: Tues., November 13

- Introduction: (1) Welcome! (2) Syllabus; (3) Personal educational concerns and questions?
- Historical paradigms & approaches: (1) The essence and nature of "research" (Pimentel; Houser research notes; Personal research/praxis?); (2) Rosenthal & Babad; (3) Roy
- **Opening Quiz:** Merriam (chapters 1, 2, 4-8); Houser (Res. Notes); Rosenthal & Babad; Roy

For Today: Houser (Critical Res. Notes 2015); Rosenthal & Babad; Roy; Pimentel*; Syllabus*

Day 2: Wed., November 14

- Conducting research: (1) Formulating researchable questions (e.g., Social problems, educational "solutions"); (2) Begin class research project: [a] How satisfied are JRCoE graduate students with their graduate experiences? *Or* What factors contribute to JRCoE graduate students' satisfaction

or dissatisfaction with their graduate experiences? [b] Problem, literature review, gap, research question; (3) Personal praxis?

- Paradigms & approaches: (1) Underlying ontological and epistemological assumptions (absolutism/objectivism vs. relativism/social constructivism; Circle activity; Roochnik); (2) Qualitative research (Merriam; Houser – back burner)

For Today: Merriam (Chap. 1 What Is Qualitative Research?); Merriam (Chap. 2 Types of Qualitative Research); Houser (back burner); Roochnik*; **Bring recording device**

Day 3: Thur., November 15

- Paradigms & approaches: (1) Action research and Teacher-research (Wells; Houser); (2) Components/structure of a research study and report (Merriam; Wells)
- Conducting research: (1) Designing a study (Merriam; Class project); (2) Collecting data: [a] Participant observation (Hubbard, *The class*, or Mackinley Cross); [b] Develop/conduct interviews; [c] Develop/administer survey; [d] Observe each other; (3) Personal praxis?

For Today: Merriam (Chap. 4 Designing Your Study); Houser (Teacher-Researcher); Wells

Day 4: Fri., 11/16

- Paradigms & approaches: (1) Critical research (Cox; Philips; Anyon)
- Conducting research: (1) Collecting data (Observing; Interviewing; Documents/artifacts) (Merriam; Project; Personal praxis?); (2) Analyzing/Interpreting data (Project; Personal praxis?)

For Today: Merriam (Chap. 5 Conducting Effective Interviews); Merriam (Chap. 6 Being A Careful Observer); Merriam (Chap. 7 Mining Data from Documents); Cox; Philips*; Anyon*

Day 5: Sat., 11/17

- Conducting research: (1) Analyzing/Interpreting data (Merriam; Anyon; Cox; Houser – back burner; Class project); (2) Confidence & Trustworthiness (Merriam; Anyon; Project); (3) Ethics (Merriam; Milgram; Tuskegee; Tierney; IRB); (4) “Publishing” findings

For Today: Merriam (Chap. 8 Qualitative Data Analysis); Houser (Critical Research Notes – on Trustworthiness and Confidence, pp. 4-9); Merriam (Chap. 9 Dealing with Validity, Reliability, and Ethics)*; Milgram*; Tuskegee*; Tierney*; IRB*

Day 6: Sun., 11/18

- Conducting research: (1) Confidence & Trustworthiness (Merchants of cool; Project); (2) Ethics (Merriam; Tierney; Milgram; Tuskegee; IRB); (3) Publishing findings
- Course summary: “Keeping it up” and “passing it on” |>|<

For Today: *Final CBJ*; All CBJs & make-up papers due; Merchants of cool (V)

(V) **Video or DVD – rent, purchase, or stream prior to class**

* **Will be presented in class**

Participation & preparation (daily expectations for OU students):

- Prepare for class (energy, attendance, study, completion of assignments, etc.)
- Think deeply about course materials and class conversations
- Listen *and* speak in small group *and* whole class discussions
- Respect and support our class community (both as a learner and a teacher)
- Exercise intellectual curiosity and the courage to consider new and different ideas
- Strive to understand and support others rather than proving your views
- Participate in the *group research activity* (a collaborative walk-through of a study)

Closed-book journal (CBJ):

The **Closed-Book Journal** includes unannounced written discussions of the materials assigned for homework. For each reading, be prepared to explain, without notes, the: (1) overall thesis and major concepts (or processes); and (2) implications of the thesis and concepts for educational research in general and for your own

research, in particular. (**Save** these journal entries. They will not be graded individually. At the end of the course you will return all CBJs, and I will grade them collectively.)

On the first day of class there will be an **Opening Quiz** (see Day 1 for the materials to be included). You will need to read and study thoroughly, but the questions will be reasonable.

Final closed-book journal:

On the last day of class, you will complete an extended, comprehensive, closed-book journal. For each course material, you should be prepared to explain the: (1) overall thesis and major concepts; and (2) implications of the thesis and concepts for education in general and for your own research, in particular.

Make-up papers:

Unless otherwise specified, you will be expected to type a separate (three page) Make-up Paper for any discussion of a film, article or chapter you miss due to late arrival, early departure, or absence from class. All Make-up Papers should include: (1) overall thesis and major concepts; and (2) implications of the thesis and concepts for educational research in general and for your own research, in particular. Submit Make-up Papers no later than the class meeting following your absence. Also, please note that Make-up Papers are not a substitution for class attendance. They provide an indication of your understanding of the materials you were unable to discuss in class.

Selected research methodologies

Quantitative methodologies

Typically based on absolutist/objectivist (e.g., realist, positivist, post-positivist) ontological and/or epistemological assumptions:

- Experimental and quasi-experimental methodologies
- Interventionist research

Qualitative methodologies

Typically based on relativist (situated, context-specific, constructivist, social constructivist, postmodern) ontological and/or epistemological assumptions:

- Qualitative, ethnographic, or interpretivist research (from sociology and anthropology)
- Critical qualitative research or critical ethnography (from sociology and anthropology, plus critical theory)
- Action research; Teacher action research

Some other methodologies

(can be based on either absolutist/objectivist or relativist ontological and/or epistemological assumptions):

- Historical research
- Philosophical research
- Literary criticism
- Content analysis
- Discourse analysis

System of evaluation

Your success in this course will be based primarily on your understanding and ability to use and engage in educational research. You should provide evidence of this understanding through your:

- Participation and preparation
- Closed-Book Journal (including Opening Quiz)
- Final Extended Closed-Book Journal Entry
- Make-up Papers (if necessary)

This is a letter-graded course: A, B, C, D, or F.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

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

Neil O. Houser, Ph. D.

Education

- Ph. D. in Curriculum and Instruction; Washington State Education, Pullman, WA
- MA in Art; California State University – Fresno, Fresno, CA
- BA in Art; Westmar College, Le Mars, IA

Current Positions

- Professor of Social Studies and Integrated Arts Education; Social Studies Program Co-Coordinator
- Advanced Programs instructor since 1999

Frequently Taught Advanced Programs Courses

- ILAC 5003 Models of instruction
- ILAC 5232 Understanding different cultures
- EDSS 5354 Global Education
- EDEL 5593 Issues in teaching in elementary schools
- EDSE 5653 Problems of teaching in secondary schools

Major Areas of Teaching and Research Interest

- Democratic education
- Global education
- Environmental/ecological education
- Integrated arts education
- Critical pedagogy
- Postcolonial education

Representative Publications and Presentations

- Eight single-authored or first-authored publications in *Theory and Research in Social Education*
- Publications in other journals such as: *Journal of Adolescent and Adult Literacy*; *Equity and Excellence in Education*; *Race, Ethnicity and Education*; *Journal of Philosophy and History of Education*; *Curriculum and Teaching*; *The Social Studies*; *Social Education*; *Multicultural Education*; *Urban Education*; *Art Education*; *Action in Teacher Education*; *Educational Policy*

Representative Honors and Awards Received

- David Ross Boyd Professorate of Education; University of Oklahoma – 2014
- Teacher of the Year; College of Education; University of Oklahoma – 2007
- Teacher of the Year; College of Education; University of Oklahoma – 1997