

**Education 695-001**  
**Research and Educational Practice**  
**Fall 2021**

**Instructors**

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|                                  |   |
|----------------------------------|---|
| <b>Synchronous Class Meeting</b> | Mondays 5:00-8:00 pm EST                |
| <b>Classroom</b>                 | 2229 School of Education Building (SEB) |
| <b>Office Hours</b>              | By appointment                          |

**Course Description**

This course is designed as an introduction to methods commonly used in educational research. The main goal of the course is to prepare students to be critical consumers of educational research. The course examines fundamental concepts of research design and practice from a variety of perspectives and discusses elements of qualitative data analysis and statistical inference.

Upon completion of the course, students will be able to

- Appreciate the complexity of conducting research in education and understand how different methodologies approach such complexity,
- Critique educational research literature and evaluate the evidence and warrants on which conclusions and generalizations are made, and
- Identify research literature that answers questions related to teaching and learning and use of media in school settings, including pre-school, post-secondary, and graduate or professional studies.

The focus of the course will be to understand the big ideas behind the methodologies. This class *is not* a research methods class; that is, we are not preparing you to conduct research. We know many of you have career goals that might not include conducting educational research. We also know that, to understand and critique various research methodologies, it is important to have practical experience with them. Thus, we will provide some introductory research practice activities aiming to give you experience with and deepen your knowledge of educational research methodologies. Specifically, we have designed some hands-on practice with some of the most common data analysis techniques. Because educational research is usually conducted in teams, group work will be encouraged throughout the course.

## Course Requirements

### Expectations

This 3-credit course is organized as a seminar with an emphasis on reflective dialogue of weekly reading assignments by all attendees. The course will be a forum for supportive, productive, and critical inquiry. **Students are expected to attend all class sessions, to complete readings prior to class discussion, and to participate actively in all the course activities.**

**Submission Format.** Unless otherwise indicated, all written submissions should:

- Be double-spaced, use 12-point size font, and have one-inch margins (top, bottom, sides)
- Have a file name with the author's last name and the date of the assignment. Please use the following convention for labeling your file: LastName\_mm.dd (e.g., Ronfeldt\_09.10)
- Have a **title** and **footer** (assignment, author [your name], and page number)
- Be uploaded **as a Word document (.doc or .docx)** to the Canvas Assignment folder by the time stipulated. **No PDF and no email please.** Canvas will mark late submissions.

### Grading Policy

A letter grade (A, B, etc.) will be determined based on assessment of your performance in each of the special forms of participation, according to the following weights:

| <b>Assignment</b>  | <b>Points</b>      |
|--|--------------------|
| Class Attendance and Participation   | 150 points         |
| Research Enactment Project (REP) <ul style="list-style-type: none"><li>● Report 1: 150 points</li><li>● Report 2: 150 points</li><li>● Report 3: 150 points</li><li>● Report 4: 200 points</li></ul>   | 650 points         |
| Program of Research (POR) Project <ul style="list-style-type: none"><li>● Part 1: 50 points</li><li>● Part 2: 100 points</li><li>● Part 3: 75 points</li><li>● Part 4: 75 points</li><li>● Part 5: 75 points</li><li>● Part 6: 100 points</li><li>● Part 7: 225 points</li></ul> | 700 points         |
| <b>Total</b>   | <b>1500 points</b> |

### ***Percentage-Letter Grade Conversion***

Final grades will be assigned according to the following scale: A+ (96.8-100%), A (93.4-96.7%), A- (90.0-93.3%). The same breakdown will hold for B (80.0-88.9%), C (70.0-79.9%), and D (60.0-69.9%) grade ranges. Any grade below a 60.0% will receive an “F”.

### ***Class Participation***

Participation will be assessed by considering class attendance, respectful and responsible contributions to the class discussion (active listening and thoughtful comments), and completion of the weekly reading assignment requirements.

As in any graduate level course, the reading load is substantial. It is expected that students will come to class willing to share their understandings, and to challenge and be challenged by the ideas and topics of each session, in order to contribute to the learning of all class members. For the reading assignments in the course textbooks, it is expected that students highlight, mark, or indicate passages that are interesting, unclear, provocative, or perhaps misleading and bring those to the class discussion. Students are expected to listen to each other’s arguments and to offer support or contrasting arguments as needed. We ask that you participate consistently across class sessions, and we will consider your contributions to small-group conversations as well as full-group discussions.

*Computers.* Now, more than ever, computers are essential for our ability to continue teaching and learning. During synchronous class time and asynchronous group activities related to coursework, we request that you only use computers and technology to participate actively and fully with your instructors and classmates; please refrain from using computers for non-course-related activities during class and group activities.

*Smartphones/cell phones.* We request that you also keep your smart-/cell phones in your pockets or bags/backpacks during class time to ensure you avoid distraction and stay engaged with course materials, classmates, and instructors. If you need your smart-/cell phone to be accessible for class-related activities (or for required personal reasons), then please ask the instructor for permission before class begins.

### ***Absences/Tardiness***

As a graduate seminar, group discussion and analysis are central. Thus, attendance in each class session is crucial. That said, there are circumstances in which students must miss class, such as for health or family reasons. To the degree possible, please let both instructors know at least 48 hours in advance if you will be missing a class session so that we have time to adjust our planning for class accordingly. Of course, we realize that sometimes circumstances (illness, emergencies) occur that make it difficult to provide advance notice; in such cases, just please notify us as soon as you can. For each unexcused absence not due to unexpected emergencies or illness, your attendance grade will be lowered by 15 points. Missing a certain fraction of a class session (e.g., one-third) will result in a corresponding fractional deduction (e.g., 5 points).

### ***Assignments***

There are two main assignments in class. We summarize each below. Details for each of these assignments are outlined in separate handouts (see Canvas).

- (1) Program of Research (POR) Project.** The Program of Research Project is the main writing assignment for this course and is composed of seven parts. It can be thought of as an abbreviated review of the literature that is designed to provide an opportunity to interrogate the existing research related to an educational topic that interests you and to give you practice in critically reviewing research about this topic.
- (2) Research Enactment Project (REP).** While reading about research designs and methods can provide you with important, foundational knowledge, there are some aspects of research that are better learned in and through doing them (in tandem with feedback and guidance). Throughout the semester, we will be sharing authentic data from research projects and asking you to analyze these data with small groups of peers using both qualitative and quantitative methodologies. The purpose is not to prepare you as methodologists but to give you experiences enacting/experimenting with these methodologies so that you have a deeper and lived understanding of them and thus are better able to critically analyze their use by others. The Research Enactment Project will mostly consist of in-class activities and will be evaluated by the submission of four collaboratively written research reports over the course of the semester.

### *Late Work*

There are times when school (e.g., major assignments adding up) or out-of-school circumstances make the completion of assignments on time challenging. This is particularly true as we all negotiate challenges related to living and attending school amid a pandemic. We are very much willing to negotiate extensions on assignments as long as doing so will not negatively impact your ability to participate in class or complete other course materials/assignments. If you anticipate some due dates being a challenge, please let both instructors know as far in advance of the due date as possible so that we can discuss extensions. **There will be a five percent grade deduction for each day that an assignment is late (and for which no extension has been granted).**

### **Textbook**

The following textbook is required:

Creswell, J. W. & Guetterman, T. C. (2019) *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. **6th edition**. Upper Saddle River, NJ: Pearson Education, Inc.

**\*\*\*PLEASE PURCHASE THE 6TH EDITION AS IT IS QUITE DIFFERENT FROM THE OTHER EDITIONS.**

For stylistic considerations, please follow the American Psychological Association [APA] manual (<http://www.apastyle.org/previoustips.html>) or consult:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Or the library handy cheat-sheet: <https://guides.lib.umich.edu/c.php?g=282964&p=1885441>

## Technology Help

If you need help with technology, email the university's technology helpdesk at [4help@umich.edu](mailto:4help@umich.edu). We cannot provide technology support for this course. We expect that you will be familiar with the technology that you need for this course.

## Schedule

| #                    | Topic   | Date                        | Assignment  |
|----------------------|---|-----------------------------|---|
| 1                    | <b>Introductions &amp; Getting Started</b>                | August 30                   | <p><b>Read:</b> (1) class syllabus, (2) Program of Research (POR) assignment handout, and (3) Research Enactment Project (REP) handout (all available on Canvas)</p> <p><b>Prepare to Discuss:</b> any questions about the syllabus or class assignments</p> <p><i>Special Guest: Karen Downing--Education Librarian.</i></p>   |
| September 6          |   |                             | <b>LABOR DAY - NO CLASS</b>   |
| 2                    | <b>The Nature and Process of Educational Research</b>     | September 13                | <p><b>Read:</b> (1) Creswell Ch. 1 (including both example articles at end of chapter); (2) Cohen et al. Ch. 1</p> <p><b>Prepare to Discuss:</b> (1) responses to the guiding questions on Canvas; (2) possible topics and guiding questions for your POR project, including copies of article abstracts to share (not required)</p>  |
| <b>DUE on Canvas</b> |   | <b>Friday, September 17</b> | <i>Program of Research Part 1 (proposal) due by 11:59pm (assignments submitted after midnight will lose 5% of the total possible score)</i>   |
| 3                    | <b>The Importance and Purpose of Educational Research</b> | September 20                | <p><b>Read:</b> Creswell Ch. 2 and 4<br/>(<i>Note:</i> though not required, Ch. 3 covers literature reviews and includes useful suggestions for your POR, which is like a modified/abbreviated literature review).</p> <p><b>Prepare to Discuss:</b> (1) responses to the guiding questions on Canvas; abstracts for (2) one qualitative study and (3) one quantitative study that you plan to use to answer your Program of Research guiding question(s)</p> |

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| 4                           | <b>Qualitative Approaches (Data Collection &amp; Data Analysis)</b> | September 27                     | <b>Read:</b> Creswell Ch. 7 and 8<br><br><b>Prepare to Discuss:</b> responses to the guiding questions on Canvas  |
| <b><i>DUE on Canvas</i></b> |   | <b><i>Friday, October 1</i></b>  | <i>Program of Research Part 2 (references + analysis of qualitative piece) due by 11:59pm (assignments submitted after midnight will lose 5% of the total possible score)</i>                 |
| 5                           | <b>Grounded Theory Designs</b>                                      | October 4                        | <b>Read:</b> (1) Creswell Ch. 13 (including example article at end of chapter) and (2) Vaccaro & Newman (2016)<br><br><b>Prepare to Discuss:</b> responses to the guiding questions on Canvas |
| <b><i>DUE on Canvas</i></b> |   | <b><i>Friday, October 8</i></b>  | <i>Research Enactment Project Report 1 (codebook development) due by 11:59pm (assignments submitted after midnight will lose 5% of the total possible score)</i>                              |
| 6                           | <b>Ethnographic Designs</b>   | October 11                       | <b>Read:</b> (1) Creswell Ch. 14 (including example article at end of chapter) and (2) Lightfoot (1986)<br><br><b>Prepare to Discuss:</b> responses to the guiding questions on Canvas        |
| <b><i>DUE on Canvas</i></b> |   | <b><i>Friday, October 15</i></b> | <i>Program of Research Part 3 (analysis of second qualitative piece) due by 11:59pm (assignments submitted after midnight will lose 5% of the total possible score)</i>                       |
|                             |   | <b>October 18</b>                | <b>FALL BREAK - NO CLASS</b>  |
| 7                           | <b>Action Research Designs</b>                                      | October 25                       | <b>Read:</b> (1) Creswell Ch. 17 (including example article at end of chapter) and (2) Bang & Medin (2010)<br><br><b>Prepare to Discuss:</b> responses to the guiding questions on Canvas     |
| <b><i>DUE on Canvas</i></b> |   | <b><i>Friday, October 29</i></b> | <i>Program of Research Part 4 (analysis of quantitative piece) due by 11:59pm (assignments submitted after midnight will lose 5% of the total possible score)</i>                             |

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| 8                           | <b>Quantitative Approaches (Data Collection &amp; Data Analysis)</b> | November 1                        | <b>Read:</b> Creswell Ch. 5 and 6<br><br><b>Prepare to Discuss:</b> responses to the guiding questions on Canvas  |
| <b><i>DUE on Canvas</i></b> |  | <b><i>Friday, November 5</i></b>  | <i>Research Enactment Project Report 2 (code analysis) due by 11:59pm (assignments submitted after midnight will lose 5% of the total possible score)</i>                                   |
| 9                           | <b>Survey Designs</b>  | November 8                        | <b>Read:</b> (1) Creswell Ch. 12 (including example article at end of chapter) and (2) Bañales et al. (2019)<br><br><b>Prepare to Discuss:</b> responses to the guiding questions on Canvas |
| <b><i>DUE on Canvas</i></b> |  | <b><i>Friday, November 12</i></b> | <i>Program of Research Part 5 (analysis of second quantitative piece) due by 11:59pm (assignments submitted after midnight will lose 5% of the total possible score)</i>                    |
| 10                          | <b>Correlational Designs</b>   | November 15                       | <b>Read:</b> (1) Creswell Ch. 11 (including example article at end of chapter) and (2) Skiba et al. (2011)<br><br><b>Prepare to Discuss:</b> responses to the guiding questions on Canvas   |
| <b><i>DUE on Canvas</i></b> |  | <b><i>Friday, November 19</i></b> | <i>Research Enactment Project Report 3 (statistics and tests) due by 11:59pm (assignments submitted after midnight will lose 5% of the total possible score)</i>                            |
| 11                          | <b>Experimental Designs</b>  | November 22                       | <b>Read:</b> (1) Creswell Ch. 10 (including example article at end of chapter) and (2) Murphy et al. (2007)<br><br><b>Prepare to Discuss:</b> responses to the guiding questions on Canvas  |
| 12                          | <b>Mixed Methods Designs</b>   | November 29                       | <b>Read:</b> (1) Creswell Ch. 16 (including example article at end of chapter) and (2) Langer-Osuna (2011)<br><br><b>Prepare to Discuss:</b> responses to the guiding questions on Canvas   |
| <b><i>DUE on Canvas</i></b> |  | <b><i>Friday, December 3</i></b>  | <i>Research Enactment Project Part 4 (synthesis) due by 11:59pm (assignments submitted after midnight will lose 5% of the total possible score)</i>   |

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| 13                          | <b>Wrapping Things Up</b> | December 6                        | <b>Prepare to Present:</b> Program of Research Part 6  |
| <b><i>DUE on Canvas</i></b> |                           | <b><i>Friday, December 10</i></b> | <i>Program of Research Part 7 (synthesis) due by 11:59pm (assignments submitted after midnight will lose 5% of the total possible score); students can also revise and resubmit any POR Parts 1-5 for partial credit</i> |

### References

- Bañales, J., Aldana, A., Richards-Schuster, K., Flanagan, C. A., Diemer, M. A., & Rowley, S. J. (2019). Youth anti-racism action: Contributions of youth perceptions of school racial messages and critical consciousness. *Journal of Community Psychology*. Advance online publication. <https://doi.org/10.1002/jcop.22266>
- Bang, M., & Medin, D. (2010). Cultural processes in science education: Supporting the navigation of multiple epistemologies. *Science Education, 94*(6), 1008-1026.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education*. (6th ed.). Routledge.
- Langer-Osuna, J. M. (2011). How Brianna became bossy and Kofi came out smart: Understanding the trajectories of identity and engagement for two group leaders in a project-based mathematics classroom. *Canadian Journal of Science, Mathematics and Technology Education, 11*(3), 207–225.
- Lightfoot, S. L. (1986). On goodness in schools: Themes of empowerment. *Peabody Journal of Education, 63*(3), 9-28.
- Murphy, M. C., Steele, C. M., & Gross, J. J. (2007). Signaling threat: How situational cues affect women in math, science, and engineering settings.
- Skiba, R. J., Horner, R. H., Chung, C., Rausch, K., May, S. L., & Tobin, T. (2011). Race is not neutral: A national investigation of African American and Latino disproportionality in school discipline. *School Psychology Review, 40*(1), 85-107.
- Vaccaro, A., & Newman, B. M. (2016). Development of a sense of belonging for privileged and minoritized students: An emergent model. *Journal of College Student Development, 57*(8), 925-942.

### **Accommodations for Students with Disabilities**

If you think you need an accommodation for a disability, please let us know ASAP. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make us aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734.763.3000; [ssd.umich.edu](http://ssd.umich.edu)) typically recommends accommodation through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

### **Gender Pronouns**

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. Students can indicate their personal pronouns via Wolverine access, using the *Gender Identity* tab under *Student Business*. The faculty will do our best to address and refer to students accordingly and support classmates in doing so as well.

### **UM- Guidance to Students Regarding Conflicts between the Academic & Religious Calendars**

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course.

### **University Statement on Plagiarism**

Plagiarism is using and passing off as one's own the writings or ideas of another person. It is, in short, a form of intellectual theft that violates the basic ethical standards of any academic community. The cut-and-paste features of modern word processors and web browsers make plagiarism remarkably easy to commit, but this ease does not diminish the severity of the offense. Students working on web-based research projects should be especially vigilant about avoiding the temptation simply to lift material from other online sources into their work. Feel free to incorporate all the links you like to other useful sites you may find on the web. Do not copy their content, though, without proper attribution (which includes full APA citation). Any web project that is found to contain plagiarized content will receive a failing grade, and its authors may be subject to disciplinary action by the university.

The following guidelines, adapted from the English Department's policy statement on plagiarism, may be helpful in clarifying the difference between acceptable and unacceptable "borrowing."

Plagiarism occurs when a student submitting academic work:

1. Does not properly attribute words or ideas to their original source.
2. Quotes from another author's writing without citing that author's work.
3. Cites, with quotation marks, portions of another author's work, but uses more of that work without quotation marks and without attribution.
4. Takes an essay from a site on the Web or a "library" of already-written papers and submits it, in whole or in part, as his or her own work.
5. Steals a paper from another student and then submits that paper as coursework.
6. Submits the same paper twice for two different assignments.
7. Takes the results of another's research and attempts to pass those results off as their own work.

Evidence of any of the above behaviors is considered a serious breach of university ethics and will result in severe academic sanctions. Students are strongly encouraged to read the full text of the policy statement or check with their instructor should any questions remain about these guidelines. Students should also be aware that certain uses of others' work, even with proper attribution, may be subject to copyright law.

## **Support Services**

### **Student Well-Being**

Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, mental health, alcohol or other drugs, identities, finances, etc. If you are experiencing concerns, seeking help is a courageous thing to do for yourself and those who care about you. If the source of your stressors is academic, please contact me so that we can find solutions together. For personal concerns, U-M offers many resources, some of which are listed at [Resources for Student Well-being](#) on the Well-being for U-M Students website. You can also search for additional resources on that website.

### **Mental Health Support Resources**

The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/>. In addition, the School of Education has an “embedded social worker” who is our liaison to CAPS; her name is Kristen Carney, LMSW, and she can be reached at the same number listed above.

**Location:** Third floor of the Michigan Union (Room 3100)

**Hours:** 8:00AM-7:00PM Monday-Thursday and 8:00AM-5:00PM Friday

You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see [www.uhs.umich.edu/aodresources](http://www.uhs.umich.edu/aodresources).

For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>.

### **Office of Services for Students with Disabilities ( <http://ssd.umich.edu/>)**

Offers selected student services which are not provided by other University offices or outside organizations. Services are free of charge. Assists students in negotiating disability-related barriers to the pursuit of their education. Strives to improve access to University programs, activities, and facilities for students with disabilities.

**Location:** G-664 Haven Hall 505 South State Street

**Hours:** 8:00AM-5:00PM Mon-Fri

**Phone:** (734) 763-3000

**E-mail:** [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu)

### **Support for Students Experiencing Food and/or Housing Insecurity**

Any student who faces challenges securing food, housing or other basic needs and believes this may affect their performance in the course is urged to contact the Dean of Students Office (734-764-7420; [deanofstudents@umich.edu](mailto:deanofstudents@umich.edu); 609 Tappan Street) for support.

### **ITCS Computing Assistance Hotline <http://its.umich.edu/help/>**

Provides support for various computer resources and services at the University of Michigan.

**Monday–Friday:** 7:00 a.m.–6:00 p.m.

**Sunday:** 1:00 p.m.–5:00 p.m. (email only)

(734) 764-HELP

### **Sweetland Writing Center (<https://lsa.umich.edu/sweetland/undergraduates/writing-support>)**

Updated August 18, 2021

The Sweetland Writing Center offers undergraduate students writing assistance through Peer Writing Centers, Online Writing Lab, and the Writing Workshop.

**Location:** 1310 North Quad

**Phone:** (734) 764-0429

**Email:** [sweetlandinfo@umich.edu](mailto:sweetlandinfo@umich.edu)