Departments of Educational Leadership and Policy Analysis and
Rehabilitation Psychology & Special Education
University of Wisconsin, Madison

Educational Research
Doctoral Research Program Proseminar

RPSE 660-021
ELPA 940-005

Fall 2007 Syllabus

Class Meetings:
Tuesdays from 4:30 to 7:00 p.m. in
Room 253, Educational Sciences Building (1st Floor)

Basic Information		
Instructors	Eric Camburn, Ph.D. Assistant Professor Educational Leadership and Policy Analysis Room 1186C Educational Sciences Email: camburn@wisc.edu Telephone: 263-3697 Audrey Trainor, Ph.D. Assistant Professor of Special Education 432 North Murray Street, UCA (University Club Annex) Room 404 Email: aatrainor@wisc.edu Telephone: 262-2722	
Course-Related Office Hours	Trainor Tuesdays, 10:30 a.m. – 12:30 p.m. Also by appointment	Camburn Wednesdays, 12:30 - 2:30 p.m. Also by appointment
Required Texts	We will use multiple chapters from these two books: Condliffe Langeman, E. (2000). An elusive science: The troubling history of education research. Chicago: The University of Chicago Press. Labaree, D. F. (2004). *The trouble with ed schools*. New Haven, CT: Yale University Press. Additionally, a number of journal articles and book chapters (see attached reference list) are also required. The PDF versions of these are available on our Learn@UW website.	
Course Website	Learn@UW: https://uwmad.courses.wisconsin.edu/ You will need a NetID and a password. Contact the help center at http://www.doit.wisc.edu/students/ or 254-3648 for assistance.	

Content Details	
Course Description	This course is designed to engage participants in an exploration and discussion of issues and trends in education research.
Intended Course Content	1. Examine the meaning, significance, and practice of educational research from both historical and contemporary perspectives; 2. Connect educational research to trends and issues in teacher preparation; 3. Examine persisting challenges and reoccurring themes in conducting educational research; 4. Explore methodological considerations and characteristics of a range of educational research; 5. Use in depth examples as a vehicle for understanding components and stages of a line of inquiry in educational research.
Expected Student Outcomes	Students will be able to demonstrate the following: 1. Identify several key discussion points and questions from course readings on a weekly basis; 2. Construct a critique of a peer reviewed research article; 3. Identify a personal research trajectory, locating his/her own work (completed and/or planned) in the extant literature for a topic of interest to the student; 4. Verbally articulate opinions and original perspectives, as well as relevant supportive evidence, during class meetings and discussions; and, 5. Apply stylistic specifications of the APA *Publication Manual*, 5th ed. on all written assignments.
Course Texts	Journal articles should be downloaded *and* printed prior to the class meeting at which each will be discussed. Having the text on hand fosters great discussions. Alternative solutions for students with slow or limited internet connectivity are available. Please see us if you need this accommodation.
Assignments	Consult the list of assignments contained in this syllabus for a detailed description of each. Students' work will be evaluated according to the list of criteria contained in the assignment and evaluation description.
Accommodations	We are willing and able to accommodate students with disabilities. Students who receive services from McBurney Disability Resource Center should notify us of necessary accommodations within the first two weeks of the semester.
Academic Integrity	Intellectual endeavors in this course should reflect your effort and dedication to the topics presented. Take care to avoid both intentional and unintentional plagiarism. Consult either of us, utilize the APA manual, or visit the UW Writing Center

	www.wisc.edu/writing/Handbook/QuotingSources.html to address individual questions on this topic.

Class Meetings			
Note: Ctrl-Click on reading #s to see corresponding article			
	Date	Topic	Reading #
1.	9/4/07	Educational Research: Introductions and Orientation	
2.	9/11/07	Origins of the Field of Educational Research	7, Introduction 12
3.	9/18/07	The Early Years of Educational Research	7, Chapters 1-3
4.	9/25/07	Core Problems: Education's Role in a Democracy	10, 14, 23
5.	10/2/07	Core Problems: Teaching and the Preparation of Teachers	18, Chapters 3 & 7
6.	10/9/07	Persistent Themes: Scientifically Based Education Research	3 7, Chapter 8 18, Chapter 4
7.	10/16/07	Persistent Themes: Education and School Reform	4, 8, 9, 26
8.	10/23/07	Examples: Quantitative Inquiry	5, 15, 27
9.	10/30/07	Examples: Qualitative Inquiry	13, 19, 29, Chapter 3 & Appendix
10.	11/6/07	In Depth Example I Disproportionality in Special Education	11, 16, 17, 22
11.	11/13/07	In Depth Example II Studying the Individual Student Reification of Disability	1, 28, 30
12.	11/20/07	In Depth Example III Instructional Change and Improvement, Part 1	20, 21, 25
13.	11/27/07	In Depth Example III (continued) Instructional Change and Improvement,	2, 6, 24

Class Meetings			
Note: Ctrl-Click on reading #s to see corresponding article			
	Date	Topic	Reading #
		Part 2	
14.	12/4/07	Becoming an Educational Researcher and the Future of the Field	7, Conclusion 18, Chapter 5
15.	12/11/07	Class Presentations	

Reading List

1. Algozzine, B., Browder, D., Karvonen, M., Test, D. W., & Wood, W. M. (2001). Effects of interventions to promote self-determination for individuals with disabilities. *Review of Educational Research, 71*, 219-277.

2. Barnes, C., Camburn, E.M., Han, S.W., & Khorsheed, K. (in preparation). Organizational routines as a vehicle for changing instruction: The case of America's choice. Unpublished manuscript.

3. Berliner, D.C. (2002). Educational research: The hardest science of all. *Educational Researcher, 31*(8), 18-20.

4. Bodilly, S., with Purnell, S., Ramsey, K, and Keith, S. (1996). *Lessons from New American Schools Development Corporation's Demonstration Phase* (pp. 19-32). Santa Monica, CA: RAND.

5. Borman, G.D., Slavin, R.E., & Cheung, A. C. K. (2005). The national randomized field trial of success for all: Second-year outcomes. *American Educational Research Journal, 42,* 673-696.

6. Camburn, E., & Barnes, C. (2004). Assessing the validity of a language arts instruction log through triangulation. *Elementary School Journal, 105,* 49-74.

7. Condliffe Langeman, E. (2000). *An elusive science: The troubling history of education research.* Chicago: The University of Chicago Press.

8. Cuban, L. (1990). Reforming again, again, and again. *Educational Researcher, 19*(1), 3-13.

9. Cuban, L. (1992). Why some reforms last: The case of the kindergarten. *American Journal of Education, 100*, 166-194.

10. Darling-Hammond, L., & Youngs, P. (2002). Defining "highly qualified teachers": What does "scientifically-based research" actually tell us? *Educational Researcher, 31*(9), 13-25.

11. Deno, E. (1970). Forum: Special education as developmental capital. *Exceptional Children, 37*, 229-237.

12. Dewey, J. (1929). *The sources of a science of education.* New York: Liveright Publishing.

13. Eisenhart, M. (2005). Hammers and saws for the improvement of educational research. *Educational Theory, 55*, 245-261.

14. Graham, P.A. (1993). What America has expected of its schools over the past century. *American Journal of Education*, 101, pp. 83-98.

15. Hedges, L.V. & Nowell, A. (1995). Sex differences in mental test scores, variability, and numbers of high-scoring individuals. *Science, 269*, 41-45.

16. Klingner, J. K., Artiles, A. J., Kozleski, E., Harry, B., Zion, S., Tate, W., et al. (2005). Addressing the disproportionate representation of culturally and linguistically diverse students in special education through culturally responsive educational systems. *Education Policy Analysis Archives, 13*(38), 1-42.

17. Klingner, J. K., & Harry, B. (2006). The special education referral and decision-making process for English language learners: Child study team meetings and placement conferences. *Teachers College Record, 108*, 2247-2281.

18. Labaree, D. F. (2004). *The trouble with ed schools.* New Haven, CT: Yale University Press.

19. Lather, P. (2006). Paradigm proliferation as a good thing to think with: Teaching research in education as a wild profusion. *International Journal of Qualitative Studies in Education, 19*, 35-57.

20. Little, J.W. (1990). The persistence of privacy: Autonomy and initiative in teachers' professional relations. *Teachers College Record, 91*, 509-536.

21. Lortie, D.C. (1975). Sentiments and interpersonal preferences. Schoolteacher: A sociological study (pp.187-213). Chicago: University of Chicago Press.

22. MacSwan, J., & Rolstad, K. (2006). How language proficiency tests mislead us about ability: Implications for English language learner placement in special education. *Teachers College Record, 108*, 2304-2328.

23. Martinez Aleman, A. M. (2006). Latino Demographics, democratic individuality, and educational accountability: A pragmatist's view. *Educational Researcher, 35*(7), 25-31.

24. Newell, G. (2006). Writing to learn: How alternative theories of school writing account for student performance. In C. A. MacArthur, S. Graham, and J. Fitzgerald (Eds.), *Handbook of writing research* (pp. 235-247). New York: The Guilford Press.

25. Putnam, R. T., & Borko, H. (2000). What do new views of knowledge and thinking have to say about research on teacher learning? *Educational Researcher*, *29*(1), 4-15.

26. Rowan, B., Camburn, E., & Barnes, C. (2004). Benefiting from comprehensive school reform: A review of research on CSR implementation. In C. Cross (Ed.), *Putting the pieces together: Lessons from comprehensive school reform research* (pp. 1-11). Washington, DC: National Clearinghouse for Comprehensive School Reform.

27.   Song, M. and Miskel, C.G. (2005). Who are the influentials? A cross-state social network analysis of the reading policy domain. *Educational Administration Quarterly*. 41, 7 - 48.

28. Trainor, A. A. (2005). Self-determination perceptions and behaviors of diverse students with LD during the transition planning process. *Journal of Learning Disabilities, 38*, 233-249.

29. Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring.* Albany: State University of New York Press.

30. Wehmeyer, M. L., & Schwartz, M. (1997). Self-determination and positive adult outcomes: A follow-up study of youth with mental retardation or learning disabilities. *Exceptional Children, 63*, 245-255.

Assignments and Student Evaluation

Evaluation of Student Work

We will use the following criteria to grade all assignments.

- Target: Product addresses key points on the assignment description and includes all mandated components.

- Organization: Product is accessible and easy to read. Conventions for organization (e.g., subheadings in lengthy papers) are welcomed.

- Comprehensiveness: Content is inclusive of important extant works. Simultaneously, the product is focused and excludes extraneous content.

- Accuracy: Content of product represents a scholarly interpretation of literature and includes sufficient evidence to support major suppositions. APA style is applied accurately, reflecting few, if any, technical errors.

We expect graduate students to be self-determining. That is, we expect that you will set high goals, work to attain those goals, and regularly self-assess your progress, readjusting goals and seeking our assistance as necessary. Rather than use a point-by-point rubric for each assignment, we provide a detailed assignment description and we expect that each response will vary according to the individual. Students are welcome to submit assignments for early feedback and to talk to us about individual questions. You may also post anonymous questions about assignments on our Learn@UW Discussion forum in the "Questions about Assignments" forum. We encourage you to ask questions you have about the grading process before and after assignments are submitted.

A note about late assignments:
Work turned in after the due date will receive a 5-point deduction per late day. You have the option, however, of requesting an extension of up to one week for the critique or the paper assignments. The request must be made <u>via email</u> no later than <u>one week prior</u> to the due date of the assignment. No reason for the request need be noted. Only the <u>first five</u> requests will be granted, so this opportunity is available on a "first come, first serve" basis.

All assignments must be turned in on paper rather than via email.

Assignments

<u>Class Participation</u>
Put simply, a *seminar* is an intellectual discussion about a text that is complex and open to multiple interpretations.

You should participate during seminar by:

- Thinking about the readings *before, during,* and *after* ensuing seminars about course texts
- Listening to the comments of other participants
- Articulating individual perspectives about the readings
- Referencing the text during their responses to questions or comments from others
- Relating practical and personal experience to the texts
- Posing critical questions during seminar

A portion of your grade will be determined by seminar participation on a "credit/no credit" basis. If you are in class, and you participate in seminar you will receive full credit for participation. A note about missing class: If you must miss, there is no need to provide us with a reason for your absence. One absence will not impact your participation grade. Please find out what you missed by checking out the course website and by checking in with another class member. Two or more absences will negatively impact your participation and our evaluation of your performance on this assignment.

Point Value: 60 points, or 4 points per class meeting
Due Date: Ongoing

Critical Reader Reflection
Each week we will discuss educational research and think critically about the contribution of the texts to our larger field. These discussions should provide you with a framework for this assignment. You will select one article or chapter from readings that you do as you explore individual research interests and provide a written critique of the piece that examines its contribution to your study of a given topic. A detailed list of questions that must be included in this assignment will be presented in class.

Point Value: 100 points
Due Date: Flexible, completed anytime between 10/02/07 and 11/20/07. Clearly indicate on the title page that your work is a final draft.

Online Discussions
Periodically throughout the semester we will post discussion questions in the Learn@UW discussion forums (click on "Discussions" at the start page of our Learn@UW site). The Learn@UW forums work like many online forums in that they allow for threaded discussions. In the case of Learn@UW, discussions are organized into forums, topics within forums, and messages within topics. Audrey and Eric will post discussion questions as topics in a forum designated for class discussions. You're required to post at least two responses (Learn@UW messages) to these topics throughout the course of the semester. You can either respond to the topic directly or respond to another student's response. Of course you are encouraged to post to online discussions beyond the minimum of two responses.

Point Value: 15 points
Due Date: Flexible, you must post a minimum of two messages to a discussion topic between 10/02/07 and 11/27/07.

Professional Trajectory Project
The final class project has two parts—a narrative biography of your professional trajectory and a professional trajectory representation. Both parts are described below.

Professional Trajectory Narrative

The first part of the final project is a biographical narrative of how educational research has figured into your professional experiences thus far and how educational research figures into your future professional plans. We'll refer to this overall arc in your career as a "professional trajectory." In writing the narrative, we'd like you to make connections between the major ideas raised in class and your professional trajectory. We think a productive way of doing this will be to reflect on your professional trajectory from the perspective of ideas raised in class readings.

Here are some examples. If you taught prior to entering the PhD program, you could reflect on how your teaching and teacher preparation experience in a school of education colored your decision to pursue a doctorate at a research university. In what ways do your current experiences in a PhD program at a research university reflect ideas raised in the readings? How have the big focal areas of educational research – issues of democratic education, school reform, etc. factored into your professional experiences? How do they figure into your future professional plans? How has the idea of scientific inquiry come into play in your professional experiences? How do you think it might come into play in the future? How have methodological approaches to studying education factored into your experiences? How might they factor into your experiences in the future?

We assume that in writing about your current experiences with educational research that all of you will write about your doctoral work. Therefore, a significant part of this project will be to produce a clear description of where you are in your dissertation research. This description would include a discussion of the topic you plan to study, theoretical perspectives you will bring to bear on your topic, and methodological and analytical strategies you will use to empirically assess your topic.

In writing your final project, please assume that your audience does not know anything about your research topic. Therefore, the description of your current dissertation research plans should be thorough enough to be understood by those not familiar with your area of interest. You should also write the final project with an academic research audience in mind. Therefore, citing and discussing relevant literature will be necessary.

Minimum of 20 pages double spaced
Point Value: 150 points
Due Date: 12/14/07

Professional Trajectory Representation

The second part of the final project is a representation of your professional trajectory.   Your representation will be based on the narrative description of your professional trajectory. Your representation must include the following content:

1. A brief overview of your research interests.
2. The location of your research within the science of educational research. For example, you may include a list of the three most influential papers from extant literature that have informed your thinking on this area of study. This component of the assignment must include orientations of *both* content and method.
3. A list and brief description of papers, projects, and publications you have completed that compose this line of research. This component must include the key results from each of the pieces, as well as implications for future research.

4. A description of "next steps" explaining how your future projects will extend your earlier findings and help to carve out the next step in your researcher path. For example, you may want to explain your dissertation proposal.

In this class, we will view your professional trajectory narrative and representation as "works in progress" and we will refer back to these artifacts during the second semester of the DRP seminar which will be more focused on your personal professional development as it relates to educational research.

Presentation

On the final night of class you will give a presentation of a draft of your Professional Trajectory Representation. The presentation should take approximately 10 minutes.

The presentation of your draft representation, can take a variety of forms. Here are some examples, but this is not an exhaustive list.
- A graphic organizer that creates a visual representation of the above
- A PowerPoint presentation (No more than 10 slides, please!)
- A website, introducing yourself to your educational community

Point Value: 75 points
Due Date: 12/11/07