

## **Education 695: Research and Educational Practice (Fall 2004)**

### **Center for the Study of Higher and Postsecondary Education University of Michigan School of Education**

Professor: Michael N. Bastedo  
Office: 2108C SEB  
Email: [bastedo@umich.edu](mailto:bastedo@umich.edu) (highly preferred)  
Phone: 615-3349  
Class: Wednesdays 4-7pm, 2218 SEB

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#### **Course Description:**

Education 695 is designed to serve as a first introduction to the design and practice of educational research. The course readings and lectures will examine fundamental issues of research design and practice from a variety of methodological perspectives — qualitative, experimental, and non-experimental multivariate methods.

Upon completion of this course you will be able to

- Appreciate the complexity of the issues that are faced by educational researchers, and understand how different methodological traditions approach these issues;
- Critically analyze research literature and evaluate the evidence on which generalizations are made in the published literature; and,
- Use appropriate reasoning to synthesize a body of literature.

We will, by necessity, use some basic math along the way in order to better understand the statistical concepts we will be studying, but please note that our primary focus will be on developing a conceptual understanding of qualitative and quantitative research methods. Since educational research is usually a group activity, there will be some group work during the course. You will be encouraged to collaborate during and outside of class periods on course projects described in detail below.

#### **Course Requirements:**

*Class Participation.* As in any graduate course, students and faculty need to be co-owners of the class and collectively responsible for its quality and outcomes. I will take responsibility for the overall design and direction of the course and for the academic requirements, but the course will be facilitated as an inquiry in which all participants hold themselves and each other accountable for a strong and rich intellectual enterprise and dialogue.

Your attendance is essential to a successful collective experience. The format of the class requires that each person come prepared to take an active role in class. This means not only having read the assigned materials, but also being prepared to discuss the salient issues, questions, and problems emerging from the readings, to utilize your knowledge and professional experiences in addressing the readings and any class activities. Class

participation also involves opening oneself to challenge and to be challenged by the ideas and topics of the session. Students who miss four class sessions will need to withdraw from the course. The quality of your class participation is worth 20% of your final grade.

*Article/Paper Critiques.* You will be asked to provide two critical evaluations of published articles in your area of interest, and two of a fellow student's literature review. The first of the articles will be based on research conducted with qualitative methods, while the second will be a review of a statistical piece of research. Descriptions of how to conduct the critique will be distributed in class. Each will be about 4-5 pages. These will be worth 30% of your grade.

*Literature Review.* The intent of this assignment is to give you a chance to prepare your own analysis of a research issue in postsecondary education. This paper must consist a a review of the literature on an *empirical* research question in the field, on the topic of your choice. This paper should be approximately 20-25 pages (double-spaced). I will provide you with feedback throughout the process.

1. A brief description of the topic will be due in class **October 13th**.
2. The final paper will be due **November 24th**. Copies will be provided for other students in the course to read prior to the presentations (40% of grade).

*Presentation.* Each student will make a formal presentation to the class about the paper they have written and the major analytical issues that the paper addresses. These will be approximately 10 minutes each, with 10 minutes for questions and comments, similar to an academic conference. Presentations will be **December 1<sup>st</sup> & December 8th**. (10% of grade)

### Citations

I despise APA (American Psychological Association) citation format, but it dominates the field and needs to be learned. All papers must be submitted using APA (5<sup>th</sup> edition) citations. You may buy the APA Publication Manual, or use one of many internet resources, such as <http://apaguide.net>.

### Course Texts

Jaeger, R.M. (1990). *Statistics: A spectator sport* (2nd edition). Newbury Park, CA: Sage.

Creswell, J.W. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Hart, C. (1999). *Doing a literature review: Releasing the social science research imagination*. Thousand Oaks, CA: Sage.

## **Additional Readings**

Journal articles and book chapters are available in a coursepack from Excel. If you have any questions prior to class, please talk to Margaret Hopkins in the CSHPE office.

## **Course Schedule**

### ***Part I: Understanding Quantitative Research***

#### **September 8: Introduction to the Course**

#### **September 15: Conceptual Issues in Quantitative Research**

Jaeger, Chapters 5-6

Keller, G. (2001). The new demographics of higher education. *Review of Higher Education*, 24, 219-235.

#### **September 22: Statistics Review**

Jaeger, Chapters 1-4

Diaz-Guerrero, R., et al. (1976). Plaza Sesamo in Mexico: An evaluation. *Journal of Communication* 26: 145-54.

#### **September 29: Statistical Inference and Estimation**

Jaeger, Chapters 7-9

Antonio, A.L., Chang, M.J., Hakuta, K., Kenny, D.A., Levin, S.L., & Milem, J.F. (2004). Effects of racial diversity on complex thinking in college students. *Psychological Science*, 15 (8), 507-10.

FAQ: <http://www.stanford.edu/group/diversity/faq.htm>

#### **October 6: Library Research and Literature Reviews**

MEETING: New Media Classroom, Room 3010

Hart, Chapters 1-5

### **October 13: Testing Hypotheses**

Jaeger, Chapters 10-12

Manns, C.L., & March, J.G. (1978). Financial adversity, internal competition, and curriculum change in a university. *Administrative Science Quarterly*, 23, 541-552.

Frank, D.J., Schofer, E., & Torres, J.C. (1994). Rethinking history: Change in the university curriculum, 1910-90. *Sociology of Education*, 67, 231-242.

\*Topic Description Due\*

### **October 20: Analysis of Variance (ANOVA)**

Jaeger, Chapters 13-14

Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African-Americans. *Journal of Personality and Social Psychology*, 69, 797-811.

\*Article Critique Due\*

### **October 27: Linear Regression & Factor Analysis**

Jaeger, Chapter 15

Bellas, M.L. (1994). Comparable worth in academia: The effects on faculty salaries of the sex composition and labor-market conditions of academic disciplines. *American Sociological Review*, 59, 807-21.

Cameron, K.S. & Tschirhart, M. (1992). Postindustrial environments and organizational effectiveness in colleges and universities. *Journal of Higher Education*, 63, 87-108.

***Part II: Understanding Qualitative Research***

**November 3: Qualitative Research Designs**

Creswell, Chapters 1-4

Bastedo, M.N. (in press). The making of an activist governing board. *Review of Higher Education*.

**November 10: Interpreting Qualitative Research**

Creswell, Chapters 9-10, Appendix F

Howe, K. & Eisenhart, M. (1990). Standards for qualitative (and quantitative) research: A prolegomenon. *Educational Researcher*, 19, 2-9.

**November 17: Advanced Topics in Qualitative Research**

Creswell, Chapter 5

Evans, N.J., & Herriott, T.K. (2004). Freshmen impressions: How investigating the campus climate for LGBT students affected four freshmen students. *Journal of College Student Development*, 45, 316-32.

Eckel, P.D. (2000). The role of shared governance in institutional hard decisions: Enabler or antagonist? *Review of Higher Education*, 24, 15-39.

Antonio, A.L. (2004). When does race matter in college friendships? Exploring men's diverse and homogeneous friendship groups. *Review of Higher Education*, 27, 553-75.

**November 24: THANKSGIVING BREAK**

**December 1 & 8: Paper Presentations**

**Qualitative Article Critique Due December 8th**

\*Two page critiques due each week to other members of your group\*