

## **Education 603: Field Study Research Methods**

Dr. Maureen Hogan

Fall 05

Mondays 5:15-8:15

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### **Catalog Description:**

#### **ED 603 (3 Credits) Spring Field Study Research Methods (3+0) (Cross-listed with CCS 603)**

Focus on techniques for conducting both quantitative and qualitative field research. Particular emphasis on considerations for conducting field research in cross-cultural settings. (Prerequisites: ED 601.) (3+0) Offered Spring, Summer, As Demand Warrants

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### **REQUIRED TEXTS:**

Bogden, R. C & Biklen, S.K. (2003). Qualitative research for education. Boston: Allyn and Bacon.

Hubbard, R. C & Power, B. M. (2003). (Rev. ed.). The art of classroom inquiry: A handbook for teacher-researchers. Portsmouth, NH: Heinemann.

Johnson, A.P. (2005). (2nd. ed.) A short guide to action research. Boston: Pearson/ Allyn and Bacon. Publication Manual of the American Psychological Association. (5th edition). (2001). Washington D.C. : American Psychological Association.

Sieber, J. E. (1992). Planning ethically responsible research: A guide for students and internal review boards. Newbury Park: Sage.

Smith, L. T. (1999). Decolonizing methodologies: Research and indigenous peoples. New York: St. Martin's Press.

Weis, L. & Fine, M. (2000). *Speed bumps: A student-friendly guide to qualitative research*. New York: Teachers College Press.

Wolcott, H. F. (1994). *Transforming qualitative data: Description, analysis and interpretation*. Thousand Oaks, CA: Sage.

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## **RECOMMENDED TEXTS:**

### **Quantitative Research Methodology**

Balnaves, M., & Caputi, P. (2001). *Introduction to quantitative research methods: An investigative approach*. Thousand Oaks, California: Sage Publications.

Black, T. R. (1999). *Doing quantitative research in the social sciences: An integrated approach to research design, measurement, and statistics*. Thousand Oaks, California: Sage Publications.

Bernard, R. H. (1999). *Social research methods: Qualitative and quantitative approaches*. Thousand Oaks, California: Sage Publications.

Converse, J.M., & Presser, S. (1986). *Survey questions: Handcrafting the standardized questionnaire*. Thousand Oaks, California: Sage Publications.

Creswell, J. W. (2002). *Research design: Qualitative, quantitative, and mixed methods approaches (2nd ed.)*. Thousand Oaks, California: Sage Publications.

Goodwin, W. L., & Goodwin, L. D. (1996). *Understanding quantitative and qualitative research in early childhood education*. New York: Teachers College Press.

Gorard, S. (2001). *Quantitative methods in educational research: The role of numbers made easy*. New York: Continuum.

Krathwohl, D. R. (1997). *Methods of educational and social science research: An integrated approach (2nd ed.)*. Hempstead, England: Allyn & Bacon.

Light, R. L., Singer, J. D., & Willett, J. B. (1990). *By design: Planning research on higher education*. Massachusetts: Harvard University Press.

Linn, R., & Erickson, F. (1990). *Quantitative methods qualitative methods: A project of the American Educational Research Association (Vol. 2)*. London, England: Macmillan Publishers Ltd..

Nardi, P. M. (2002). *Doing survey research: A guide to quantitative research methods (1st ed.)*. Hempstead, England: Allyn & Bacon.

Wall, D.K. (1997). *Measuring outcomes: Data analysis made easy* (1st ed.). Chicago: Precept Press.

Weisberg, H., Krosnick, J. A., & Bowen, B. D. (1996). *An introduction to survey research, polling, and data analysis* (3rd ed.). Thousand Oaks, California: Sage Publications.

Wolf, F. M. (1986). *Meta-Analysis: Quantitative methods for research synthesis*. Thousand Oaks, California: Sage Publications.

### **Qualitative Research Methodology**

Delamont, S. (1992). *Fieldwork in educational settings: Methods, pitfalls, and perspectives*. London: The Falmer Press.

Denzin, N. K. & Lincoln, Y. S. (Eds.) (2000). *Handbook of qualitative research*. (2nd edition). Thousand Oaks: Sage.

Esterberg, K. G. (2002). *Qualitative methods in social research*. Boston: McGraw-Hill.

Guba, E. G. & Lincoln, Y. S. (1989). *Fourth generation evaluation*. New York: Sage

Raymond, G.(1998). *Basic interviewing skills*. Prospect Hts., IL: Waveland.

Schatz, M. and Walker, R. (1995). *Research as social change: New opportunities for qualitative research*. London: Routledge.

Willis, P. (1973). *Learning to labour: How working class kids get working class jobs*. New York: Columbia University Press.

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### **COURSE ASSIGNMENTS**

**Assignment 1:** Exploring research. In this paper, explore in depth three possible research questions you may want to research. Why are these questions important? Are they focused enough? What problems do these questions address? How would you go about answering these questions using research, based on what you know right now? Has any published research addressed them yet? If so, briefly describe a few studies. This paper is to help you get thinking and writing about the kind of research you are interested in and may want to carry out. Include a bibliography in APA style. 50 pts (5-8 pp).

**Assignment 2:** Five critical research reviews. Find five primary research articles that address your research interests/questions. Provide a summary for each (including types of methodology used, questions answered, and findings), its strengths and weaknesses, and describe how it may or may not be helpful to you in furthering your research goals. For each one, include a bibliography in APA style. 20 pts each/100 total. (2 pp. each).

**Assignment 3.** Focus on methodology. Choose a methodology from either a qualitative, quantitative or mixed paradigm. Drawing on a variety of sources, describe what it is, what kind of questions it can answer, and its strengths and weaknesses. Present your chosen methodology to the class and provide an example from a research article. Include a bibliography in APA style. 50 pts. (5-8 pp.)

Possible methodologies and strategies to explore include: experimental, quasi-experimental, mixed-methods, survey, sampling, comparative, teacher-action research, grounded theory, ethnography, participant/observation, interview, focus group, historical/archival, photography, textual analysis, discourse analysis, policy analysis, narrative analysis, autoethnography, case study, oral history, life history etc.

**Assignment 4:** Mini-research project. This will be very small and tightly focused, based on a very small amount of data you will collect. How you organize the paper is up to you but it should probably include the following:

- Introduction
- Short literature review
- Statement of the Problem
- Research Question
- Methodology
- Findings
- Analysis
- Interpretation
- Conclusion/Implications/Suggestions for further research
- Reflection: What would you do differently next time?
- Appendices (if applicable)
- Bibliography in APA style

100 pts. (10-15 pp)

Course evaluation: Students are expected to come to class, do all the readings, contribute to discussions, and complete assignments on time.

**IMPORTANT NOTE:** You must have and use your aurora account to participate on Blackboard. Please check Blackboard regularly for updates, announcements and discussion questions. Blackboard is available at <http://classes.uaf.edu> and is a requirement for the course.

**DISTANCE STUDENTS:** Please e-mail (as an attachment) or fax your assignments to me by at least 4 p.m. on the due date.

Attendance/participation: <b>This includes coming to class prepared, doing all the readings, and participating in both classroom and on-line (<i>Blackboard</i>) discussions.</b>	<b>50 pts.</b>	<b>Due: ongoing evaluation</b>
Assignment 1: <b>Exploring research</b>	<b>50 pts.</b>	<b>Due: 10/3</b>
Assignment 2: <b>Critical Reviews (5)</b>	<b>100 pts.</b>	<b>Due: 10/17</b>
Assignment 3: <b>Methodology</b>	<b>50 pts.</b>	<b>Due: 11/14</b>
Assignment 4: <b>Mini-Research Paper</b>	<b>100 pts.</b>	<b>Due: 12/12</b>
<b>TOTAL POINTS AVAILABLE</b>	<b>250 pts.</b>	

**225-250 pts. = A**  
**200-224 pts. = B**  
**175-199 pts. = C**  
**150-174 pts. = D**

Grading will follow UAF guidelines:

- A = An honor grade, indicates originality and independent work, a thorough mastery of the subject, and the satisfactory completion of more work than is regularly required.
- B = Indicates outstanding ability above the average level of performance
- C = Indicates a satisfactory or average level of performance
- D = The lowest passing grade, indicates work of below average quality and performance
- F = Indicates failure to meet lowest standards

### **PLAGIARISM POLICY**

High ethical standards are essential for maintaining credibility in this field. Every course taught at UAF seeks to maintain these standards, starting with an emphasis on producing original and factual work. If you cite or quote from someone else's work, you must include a proper citation using an established style sheet. Plagiarism is defined as appropriating passages or ideas from another person's work and using them as one's own. Neither plagiarism nor fabrication will be tolerated. Any student found to have plagiarized or fabricated statements will receive, at a minimum, an automatic "F" for the class. Further action, such as expulsion, will also be considered.

### **MAUREEN'S GRADING GUIDELINES (for all written work):**

Content/Development: 50% Organization: 20% Flow/Unity: 20% Grammar/Mechanics/Conventions: 10%
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## **REWRITE POLICY**

You may rewrite a maximum of three papers, but not the final paper. Rewrites are due one week after I return the original to you. Always turn in the original version with the rewrite so that I can see that you have addressed the problems. From time to time, I will return a paper with a mandatory rewrite if it is really off the mark.

**If you are struggling with your writing, I strongly recommend that you seek help at the Writing Center on the eighth floor of Gruening.**

**Distance students can call (907) 474-5314 to make an appointment and then fax their paper to 1-800-478-5246 (Writing Center fax).**

**IMPORTANT NOTE ABOUT CLASS MEETINGS:** Please note that the dates with asterisks mean that we will not have a regular class meeting, but rather will “meet” on *Blackboard*. For asterisked days, I will post discussions questions that I expect you will thoughtfully respond to within a week.

## SYLLABUS

<b>9/ 12</b>	<p><b>Pleased to meet you...</b></p> <p>Introductions          Course syllabus          Student survey          Overview: What is quantitative research? What is qualitative research?          Handouts:  <a href="http://wilderdom.com/research/QualitativeVersusQuantitativeResearch.html">http://wilderdom.com/research/QualitativeVersusQuantitativeResearch.html</a>  <a href="http://www.gifted.uconn.edu/siegle/research/Qualitative/qualquan.htm">http://www.gifted.uconn.edu/siegle/research/Qualitative/qualquan.htm</a>  <a href="http://www.achrn.org/Quantitative_Research.htm">http://www.achrn.org/Quantitative_Research.htm</a></p>
<b>9/19</b>	<p><b>What is the nature of inquiry?</b></p> <p>Discussion: Johnson CHS 1 &amp; 2          Smith, Intro and Ch 1          Bogdan and Biklen, Ch 1          Hubbard &amp; Power Ch 1          “The legend of qual/quant dualism” by Kip Teller (Maureen will post as pdf on <i>Blackboard</i>)</p>
<b>*9/26</b>	<p><b>Research and Indigenous People</b></p> <p>Discussion: Smith Chs. 2, 3, 6, 8; “Reliability, Validity and Authenticity in AI and AN Research” (Maureen will post as pdf on <i>Blackboard</i>.)</p>
<b>10/3</b>	<p><b>Doing Fieldwork</b></p> <p>Discussion: Bogden and Biklen, Chs. 2 &amp; 3 ; Fine and Weis Chs 1 &amp; 2; Wolcott, Chs 1 &amp; 2</p> <p><b>Assignment 1 due</b></p>
<b>*10/10</b>	<p><b>Doing Fieldwork, cont.</b></p> <p>Discussion: Fine &amp; Weis Chs 3 &amp; 4          Wolcott: Chs. (TBA)</p>

<b>10/17</b>	<p><b>Ethics/IRB</b></p> <p>Guest Speaker from IRB          Discuss the IRB application form          Discussion: Sieber Part II, Part IV</p> <p><b>Assignment 2 due</b></p>
<b>10/24</b>	<p><b>Qualitative Data Analysis: Workshop on coding</b></p> <p>Discussion: Bogden and Biklen Ch 5</p>
<b>*10/31</b>	<p><b>Teacher Research</b></p> <p>Discussion: Power &amp; Hubbard Chs 2&amp; 3</p>
<b>11/7</b>	<p><b>Teacher Research</b></p> <p>Discussion: Power &amp; Hubbard Chs 4-7</p>
<b>11/14</b>	<p><b>Action Research</b></p> <p>Discussion: Johnson Ch 3-8</p> <p><b>Assignment 3 due (in-class presentations)</b></p>
<b>*11/21</b>	<p><b>Action Research</b></p> <p>Discussion: Johnson Chs 9-12</p>
<b>11/28</b>	<p>Guest Speaker: Sampling</p>
<b>12/5</b>	<p>Guest Speaker: Mixed Methods</p> <p>Discussion: “Mixed methods research: A research paradigm whose time has come”          by Johnson and Onwuegbuzie (Maureen will make copies available for you)</p>
<b>12/12</b>	<p>Presentations of final projects</p> <p><b>Assignment 4 Due</b></p>