

EDUCATION 206A
APPLIED RESEARCH METHODS IN INTERNATIONAL COMPARATIVE
EDUCATION: INTRODUCTION
Fall Quarter 2008-09

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Office hours: Wednesdays 1PM-2:30 PM, CERAS 4th floor

Time: Wednesdays, 3:15-6:05PM

Location: 200-217 (History Corner)

Course web site: bb.stanford.edu [BB]

Course Description

This seminar provides an orientation to the master's program in ICE/IEAPA and guides the process of developing monograph topics. Students explore the basics of research such as forming research questions, finding resources, writing a critical literature review and a conceptual framework.

Course Expectations

Students are encouraged to actively participate in class meetings. It is expected that you will come prepared to class having read the assigned readings for the day and that you complete all assignments in a timely manner. By the end of the quarter, you will develop a pre-proposal for your monograph that will serve as the basis for your proposals to be written Winter Quarter. You can expect to acquire certain research-related skills, such as the use of EndNote and the manipulation of Internet-based search engines, data collections, and electronic journals, etc., which will assist you with the development of your monograph topics, literature reviews, and conceptual frameworks.

Course Attendance and Evaluation

This course is a required 1-unit course for all ICE/IEAPA MA students. It is letter graded (see below). Grades will be determined by the clarity, coherence, and conciseness with which you write; in addition to the timely completion of several assignments throughout the quarter. You are highly encouraged to submit your assignments to a writing consultant. Please note that late assignments will be accepted only if prior arrangements have been made with the instructor. Attendance at each class session is mandatory. Please arrive on time and leave when class is dismissed.

Grading Scale

| | | | | |
|--------------|-------------|--------------|------------|--------------|
| A+ = 98-100 | exceptional | B+ = 87-89.5 | above ave. | C+ = 77-79.5 |
| A = 94-97.5 | outstanding | B = 84-86.5 | average | C = 74-76.5 |
| A- = 90-93.5 | very good | B- = 80-83.5 | below ave. | C- = 70-73.5 |

Required Texts (available at the Stanford Bookstore and on reserve for two-hour loan in Cubberley Library)

Creswell, John W. 2008. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed. Thousand Oaks, CA: Sage Publications. [RD]

_____. 2008. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 3rd ed. Upper Saddle River, NJ: Pearson. [ED]

Style Guide (available in on the Reference shelf in Cubberley Library)

Turabian, Kate L. 2007. *A Manual for Writers of Research Papers, Theses, and Dissertations*. Chicago: University of Chicago Press.

Recommended Resources

1. Becker, Howard S. 1986. *Writing for Social Scientists: How to State and Finish Your Thesis, Book or Article*.
2. _____. 1998. *Tricks of the Trade: How to Think About Your Research While You're Doing It*. Chicago: University of Chicago Press.
3. Booth, W. C., Colomb, G. G., & Williams, J. M. (2003). *The Craft of Research*, 2nd ed. Chicago: University of Chicago Press.
4. Hoffman, G. and G. Hoffman. 2003. *Adios, Strunk and White: : A Handbook for the New Academic Essay*, 3rd ed. Huntington Beach, CA: Verve Press.
5. Strunk, W. and E. B. White. 1999. *The Elements of Style*, 4th ed. New York: Longman.
6. Weston, Anthony. 2001. *A Rulebook for Arguments*, 3rd ed. Indianapolis: Hackett Publishing.
7. Williams, Joseph M. 2006. *Style: Ten Lessons in Clarity and Grace*, 9th ed. New York: Pearson Longman.

Major ICE/IEAPA Periodicals

Students are strongly encouraged to review recent volumes of major journals in comparative education or other related fields. Here is a sampling (*pls. let me know of any others that you find useful*):

| | |
|---|--|
| African Journal of Education Studies | International Journal of Science Education |
| Alternatives | International Organization |
| Anthropology of Education | International Review of Education |
| Comparative Education | International Studies in the Sociology of Ed |
| Comparative Educational Review | Journal of African Studies |
| Compare | Journal of Educational Policy |
| Convergence | Journal of Educational Technology & Society |
| Discourse: Studies in the Cultural Politics of Ed | Journal of Moral Education |
| Economics of Education Review | Journal of Higher Education in Africa |
| Education Policy Analysis Archives | Oxford Review of Education |
| | Perspectives in Education (Johannesburg, South Africa) |
| European Journal of Education | Prospects (UNESCO) |
| Gender and Education | Race, Ethnicity, and Education |
| Globalisation, Societies and Education | Sociology of Education |
| Harvard Educational Review | South African Journal of Education |
| Higher Education | South African Journal of Higher Education |
| Higher Education Policy | Studies in Comparative and International Education |
| | Studies in International Education |
| International Education | Third World Quarterly |
| International Higher Education | Women's Studies International Forum |
| International Journal of Early Childhood | World Development |
| International Journal of Ed'l Development | |
| International Journal of Ed'l Research | |
| Int'l Journal of Qualitative Studies in Ed | |

Other Resources

- (1) Cubberley Library
 - Tutorials: <https://www.stanford.edu/group/cubberley/services/tutorials>
 - Online resources related to ICE:
https://www.stanford.edu/group/cubberley/research_topics/intl_comp_ed
- (2) ICE web site
 - Topical bibliography: <http://www.stanford.edu/dept/SUSE/ICE/bibliography.html> (not updated)
 - ICE/IEAPA monographs: http://suse-ice.stanford.edu/masters_monographs_ice.html
- (3) Stanford University Library and Academic Information Resources
 - E-Resources: http://library.stanford.edu/catdb/e_resources/index.html
 - Databases (e.g., ERIC, Social Science Citation Index, PAIS, Sociological Abstracts, Dissertation Abstracts, PsychINFO, etc.): <http://www-sul.stanford.edu/catdb/alldata.html>
 - Social Science Data and Software: http://library.stanford.edu/services/social_sci_data_soft/
- (4) Regional centers at Stanford: <http://www.stanford.edu/dept/SUSE/ICE/international-resources.html> (not updated)
- (5) Listservs: Professional, advocacy, etc.
- (6) Professional Societies, e.g., Comparative and International Education Society (<http://www.cies.ws/>)

Class 1: September 24 — Overview of ICE/IEAPA Master's Program

□ **Discussion**

- (1) Life as a graduate student at SUSE
- (2) ICE/IEAPA Master's programs
- (3) Monographs: Structure & content
- (4) Methods Approaches: Qualitative, Quantitative, Mixed

□ **Readings**

ED, Ch. 1: "The Process of Conducting Research"

ED, Ch. 2: "Quantitative and Qualitative Approaches"

- Recommended: "Research Design" [DVD] / produced by Media Production, Instructional Support Services, Indiana University (Green Library, Media Microtext Collection)

□ **Assignment (Due by Class 5)**

Meet with Christine for your introductory meeting of 15-30 minutes. Come prepared to discuss monograph topic ideas and any questions. You should also meet with your advisor during her/his office hours by this time as well.

Class 2: October 1 — Monograph Topics

□ **Presentation [LOCATION: Social Sciences Resource Center (SSRC) Seminar Room, Green Library (Bing Wing)]**

Doing Educational and International Research (3:15-4:30 PM)

Kathy Kerns, Head Librarian, Cubberley Library

□ **Readings**

ED, Ch. 3: "Identifying a Research Problem"

RD, Ch. 1: "Selection of Research Design"

Fairbrother, Gregory P. 2007. "Quantitative and Qualitative Approaches to Comparative Education." Pp. 39-62 in *Comparative Education Research: Approaches and Methods*, edited by M. Bray, B. Adamson, and M. Mason. Hong Kong: Comparative Education Research Center.

□ **Discussion**

Developing a doable research topic and project: What is feasible? What is not?

□ **Small Groups**

Meet in small groups of 3-4 people that will be assigned based on your interests.

□ **Assignment (Due next week)**

Do the Writing Exercises (#1-2) on p. 20 [**RD**]. For Question #1, use the possible monograph topics you are considering, not a research question from a journal.

□ **Assignment (Due by Class 5)**

Schedule an appointment and meet with Dr. Kathy Kerns [kkerns@stanford.edu] to strategize your bibliographic search on possible monograph topics.

Class 3: October 8 — Database Searches and Resource Organization

❑ **Presentation [LOCATION: Big Tree Lab, CERAS Building]**

Using EndNote to organize resources (3:15-4:30 PM) – *SUSE IT*

More on the use of online databases to search the literature – *Rekha Balu*

❑ **Readings**

ED, Ch. 4: “Reviewing the Literature”

RD, Ch. 2: “Review of the Literature”

❑ **Assignment (on-going) [see next page]**

Use EndNote or RefWorks to collect citations for your monograph. Add 2-5 additional readings to the list each week and make time to read them.

❑ **Assignment (Due next week)**

Complete the Writing Exercise on p. 126 [**RD**].

Class 4: October 15 — Finding and Managing Data and Software I —Introductions /Purpose Statements

❑ **Presentation [LOCATION: Social Sciences Resource Center (SSRC) Seminar Room, Green Library (Bing Wing)]**

Ron Nakao, Data Specialist, Social Science Data and Software, Green Library (3:15-4:30)

❑ **Readings**

RD, Ch. 5: “The Introduction”

RD, Ch. 6: “The Purpose Statement”

❑ **Discussion:** Introductions and Purpose Statements

Class 5: October 22 — Writing and Reviewing; The Background Section

❑ **Presentation [LOCATION: Hume Writing Center, Margaret Jacks Hall (building 460), room 020 (in the basement) – TBC]**

Introduction to the Hume Writing Center and Peer Review Workshop (3:15 - 4:15)

Clyde Moneyhun, Director, HRC

❑ **Readings**

RD, Ch. 4: “Writing Strategies and Ethical Considerations” [section related to writing strategies]

Exemplary Background sections

❑ **Discussion:** Background sections

**Class 6: October 29 — Finding and Managing Data and Software II
— Critical Review of the Literature**

❑ **Presentation [LOCATION: Big Tree Lab, CERAS Building]**

Ron Nakao, *Data Specialist, Social Science Data and Software, Green Library* (3:15-4:30)

❑ **Reading**

Galvan, Jose L. 1999. Chapters 4 & 8 in *Writing Literature Reviews. A Guide for Students of the Social and Behavioral Sciences*. Los Angeles: Pyczack Publishing.

Michael J. Dunkin. 1996. "Types of Errors in Synthesizing Research in Education." *Review of Educational Research* 66, 2: 87-97.

Exemplary Critical Review of the Literature

❑ **Discussion:** What makes for a *critical* review of the literature?

❑ **Assignment (Due next week):**

Using your proposed monograph topic, come up with 2-4 sources of secondary data sources that could be used to examine that topic.

Class 7: November 5 — The Conceptual Framework/Use of Theories

❑ **Presentation:** The Monograph Process: Surviving and Thriving (5-6PM)

ICE MA Program Alumni Panel: Nick Haisman, Julie Kessler, Seth Snyder, Angel Yeh

❑ **Discussion**

- Presenting one's argument
- Use of theories
- Posing research questions or hypotheses

❑ **Readings**

Maxwell, Joseph A. 1996. "Conceptual Context: What Do You Think Is Going On?" Pp. 33-63 in *Qualitative Research Design: An Interactive Approach (2nd ed)*. Applied Social Research Methods Series, Vol. 41. Thousand Oaks, CA: Sage Publications.

Miles, Matthew B. and A. Michael Huberman. 1994. "Building a Conceptual Framework." Pp. 18-22 in *Qualitative Data Analysis, 2nd ed*. Thousand Oaks: Sage Publications.

RD, Ch. 3: "The Use of Theory"

❑ **Assignment (Due Nov. 19):**

Write a 5-6 page draft of your **critical literature review**. Your review should address the following questions:

[see next page]

- What do we know about this substantive problem or issue, empirically? [Be sure to organize this by topic, NOT by author(s)]
- What are the major political, ideological, theoretical and methodological debates animating research on this topic?
- How will your study contribute to the literature?

Class 8: November 12 — Career Resources and Opportunities in ICE; — Research Questions and Hypotheses

□ **Presentation**

SUSEdCareers and Other Career Resources in ICE and Beyond (3:15-4:15 PM)

Alice McCarty, Director of Career Services and Alumni Relations, [alice.mccarty@]

□ **Discussion**

1. Conceptual Frameworks revisited
2. Posing research questions or hypotheses

□ **Readings**

ED, Ch. 5: “Specifying a Purpose and Research Questions or Hypotheses”

RD, Ch. 7: “Research Questions and Hypotheses”

□ **Assignment I (Due next week)**

Complete the Writing Exercise on p. 142 [**RD**] for the mixed methods study and the quantitative OR qualitative study (i.e., do 2 out of 3).

□ **Assignment (For next week)**

In preparation for next week’s session, you *must* do the IRB tutorial at:

<https://www.citiprogram.org/default.asp>

This tutorial is required before submitting protocols, and will help you formulate questions for the speakers.

Class 9: November 19 — IRB Protocols; Concept Maps

□ **Presentation**

Human Subjects Review Protocol and Submissions (3:15-4:30 PM)

Kristin Frazier, HRPP Education Specialist [kristin.frazier@]

Lauri Kanerva, IRB (Institutional Review Board) Non-medical Manager [Lauri.Kanerva@]

□ **Reading**

RD, Ch. 4: “Writing Strategies and Ethical Considerations” [section related to ethical issues]

□ **Discussion**

1. Ethical considerations
2. Research questions or hypotheses
3. Concept Maps – examples, connections to questions or hypotheses

□ **Assignment (Due today): Critical Literature Review**

November 26 — No Class: Thanksgiving Break

- **Assignment**
 - Develop a draft Concept Map for your study
 - Continue reading the literature; add relevant work to References

Class 10: December 3 — Final Pre-Proposal Preparations

- **Reading:** Exemplary pre-proposal
- **Discussion**
 - (1) From Introduction to Conceptual Framework sections
 - (2) Go over final paper and winter break assignment
 - (3) Exemplary pre-proposal
- **Presentations**

Present Concept Maps
- **Assignment**

Post Concept Map to BB and be prepared to present in class today.
Come to class with one page write-up on exemplary pre-proposal.

Final Assignment: Pre-Proposals * Due Friday, Dec. 12 at noon on BB *

The final paper consists of the following sections. *Excluding the front section and list of references*, your paper should consist of 17-20 double-spaced pages. Please refer to the texts, assignments, and presentations/slides when writing this paper.

0. Title Page
1. Introduction & Purpose Statement (2 pages)
2. Background (2-3 pages)
3. Critical Review of the Literature (6-8 pages)
4. Conceptual Framework (including Concept Map) (5-7 pages)
 - Argument
 - Theories
 - Research Question(s) or Hypotheses
5. Conclusion (1 page)
6. References
7. Appendices (including Timeline for Winter quarter)

Winter Break Assignment

Share your paper with another student as assigned by the instructor. Post 1-2 pages of comments (suggestions, positive feedback, and areas of improvement) for your partner on Blackboard prior to the first class meeting of winter quarter (January 7, 2009). You might suggest ideas for a pilot study project for your partner to conduct during the winter quarter. A revised version will be submitted to advisor by the end of MLK Jr. Weekend.