

EDUCATION 206B
APPLIED RESEARCH METHODS IN INTERNATIONAL COMPARATIVE EDUCATION:
THE PILOT STUDY AND MONOGRAPH PROPOSAL
Winter Quarter 2008-09

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Office hours: Wednesdays 2PM-3 PM (CERAS 4th floor) & 5-6PM (in class)

Time & Location Wednesdays 3:15-5:05PM; Cummings Art 4
Course web site: bb.stanford.edu

Course Description

This course builds on the theoretical and methodological issues in international and comparative education research introduced last quarter. Research skills are developed through large and small group discussions of required readings and student writing (including a pilot project proposal) as well as large and small group activities in class and out. The course culminates in each student producing a research proposal.

Course Expectations

It is crucial that all participants actively participate in class meetings by coming to class having done the assigned readings and being prepared to contribute to the discussion. Students are expected to submit all assignments in a timely manner. *Late assignments will be accepted only if prior arrangements have been made with the instructor.* Students will submit IRB protocols and will prepare pilot project proposals and carry out their pilot studies during the quarter. By the end of the quarter, students will develop a monograph proposal that will be evaluated on the basis of its clarity, coherence, and conciseness.

Course Attendance and Evaluation

This course is a required 1-3 unit course for all ICE/IEAPA MA students. It is letter graded. 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, as well as class participation (i.e., contributing to class discussions). You are highly encouraged to submit your assignments to a writing consultant and for the final proposal, *non-native speakers of English are required to have their papers line-edited by a native speaker ahead of time.* Please note that late assignments will be accepted only if prior arrangements have been made with the instructor. Attendance at each class session is expected. Students who know they will be absent should make arrangements with the instructor ahead of time; make-up work may be assigned.

Required Materials [Available for purchase at the Stanford Bookstore and on reserve 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. [ER]

Grading

1.	Participation/preparedness (classes & group meetings)	20%
2.	Peer feedback on pre-proposals	10%
3.	Pilot study plan	10%
4.	Draft Data & Methods section	20%
5.	Final monograph proposal	40%

ASSIGNMENTS

1. **Peer Feedback on Pre-proposals:** Comments on pre-proposals should be posted by the first day of Winter Quarter [DUE: 1/7/09].
2. **Revised pre-proposals:** Submit revised pre-proposals to your advisors [DUE: 1/19/09].
3. **Draft IRB protocol:** For review by Christine and Rekha and by your group members [DUE: 1/21/09].
4. **Pilot Study Plan** (3-4 pages): Comprised of the following sections: 1) research problem; 2) research questions (or hypotheses); 3) research methods & data; 4) timeline for the remainder of Winter Quarter (and beyond if possible); and 5) any issues, challenges, concerns at this stage in the process [DUE: 2/4/09].
5. **Draft Data & Methods section** (5-7 pages): Draft this section of the proposal, making sure to address the research design, methods, and procedures for data collection [DUE: 2/25/09].
6. **Final Monograph Proposal** (20 pages of text, plus references, tables/figures, appendices, and data collection timeline). Formatting handouts are posted on Blackboard. Proposals must incorporate comments/feedback from instructors and advisors on the pre-proposal and on assignments from throughout the quarter. Non-native speakers of English are required to have their papers line-edited by a native speaker ahead of time. [DUE: 3/20/09 by 12 Noon].
7. **Check-ins:** Meet at least once with Christine, Rekha, and your advisor this quarter (more often is preferred).

SPRING BREAK ASSIGNMENTS

- o Each student will review and comment on one other student's proposal as was done for the pre-proposals. [DUE: 4/1/09].
- o Incorporate comments received from the instructors and your writing partner, then re-post your proposal to the Discussion Board and send your revised proposal to your advisor. Set up an appointment with your advisor to discuss your proposal **by the end of April.**

FUTURE DRAFTS AND FINAL DUE DATES

1. **Draft A: June 12, 2009**
This first draft will be as complete as possible. Some sections may be in full compositional form, others in bullet point form, and others in skeletal outline form. Reviewed by Christine, Rekha, and writing group members.
2. Other dates to keep in mind:
 - **Draft B: July 8, 2009**
 - **Final version: July 29 or August 5, 2009 (depending on one's workshop date)**
 - **Hard copy & PDF: August 14, 2009**

CLASS SCHEDULE

Class 1: January 7 — From Pre-proposal to Pilot Study to Proposal

- **Discussion** Pilot studies and monograph proposals:
 - Organization & Criteria for EvaluationResearch as a collaborative effort (weekly small group meetings)
Ethical issues in educational research
- **Readings** 1) IRB Guidelines:
<http://humansubjects.stanford.edu/research/nonmedical/nonmedical.html>
2) Sample IRB proposals
- **Group exercise** Arrange meeting time for your small group to become familiar with each other's topics & research questions
- **Assignment due** *Comments on pre-proposals*

Class 2: January 14 — Research Methods

- **Discussion** Styles of social research
- **Readings** Creswell [RD]: Ch. 8: Quantitative Methods (pp. 145-154 only)
Ch. 9: Qualitative Methods
Ch. 10: Mixed Methods
 - Recommended Creswell [ER]: Chapters 6 & 8
- **Group exercise** Discuss IRB draft proposals, giving special attention to survey questions.

Class 3: January 21 — Research Designs

- **Discussion** Educational research designs
- **Readings due** Creswell [ER]: Ch. 12, 13, 17
 - Recommended Read the other chapters in Part III of interest to you.
- **Assignment due** *IRB draft proposals*
- **Group exercise** Continue discussing IRB draft proposals and/or pilot studies.

Class 4: January 28 — Pilot Studies

- **Discussion** Pilot study options and procedures
- **Readings due** Exemplary pilot study plans
- **Group exercise** Discuss plans for pilot studies
- *Assignment due* *IRB protocols submitted by Feb. 4 [March 2 may be possible; get approval]*

Class 5: February 4 — Data & Methods Section

- **Discussion** Writing up the Data & Methods section
- **Readings due** Exemplary data & methods sections
- **Group exercise** Discuss and critique data & methods section ideas
- *Assignment due* *Pilot Study Plan*

Class 6: February 11 — Data & Methods Section Follow-up

- **Presentation** RefWorks refresher – Dr. Kathy Kerns
- **Discussion** Writing up the Data & Methods section, as needed
- **Group exercise** Writing group meetings

Class 7: February 18 — Arguments & Theory Revisited

- **Discussion** More on conceptual frameworks
- **Readings due** An article of your choice that presents a conceptual framework similar to the one you plan to use for your monograph research.
- **Group exercise** Discuss conceptual frameworks and fit with Data & Methods sections

Class 8: February 25 — Monograph Proposals

- **Discussion** All sections of the monograph proposal
 - Format & criteria for evaluation
- **Readings due** Exemplary monograph proposals
- **Group exercise** Discuss proposals
- *Assignment due* *Data & Methods draft section*

Class 9: March 4 — Public Speaking and Presentations

- **Discussion** Making presentations – Dr. Doree Allen, Center for Teaching & Learning
- **Readings due** Handouts on public speaking [see **BB**]
- **Group exercise** Review & comment on drafts of monograph proposals

Class 10: March 11 — Wrap-up & Proposal Presentations

- **Presentations** Students who are presenting at CIES are encouraged to make practice presentations. Instructors and classmates will provide feedback.

**** FINAL MONOGRAPH PROPOSALS DUE: 3/20/09 by 12 Noon ****

MONOGRAPH PROPOSAL OUTLINE

Sections I-VI should consist of 20 pages

* Proposals must incorporate comments/feedback from instructors and advisors on the pre-proposal and on assignments from throughout the quarter. All papers must be proof-read. Those written by non-native speakers of English must be line-edited by a native speaker ahead of time. *

- I. Introduction (1-2 pages)
- II. Background/Problem Statement (1-2 pages)
- III. Critical Literature Review (5-6 pages)
- IV. Conceptual Framework (4-5 pages)
 - A. Argument
 1. Explain what you think is going on with the topic
 2. How does this relate to the literature review
 - B. Theory
 1. What theories may be used to understand this topic?
 2. Which one(s) is most useful? Why?
 3. State alternative theories and their limitations
 4. Design a Concept Map to summarize the conceptual framework
 - C. Questions/Hypotheses
 1. List main research question(s) and sub-questions or hypotheses
 2. Describe your argument in such a way that one could identify variables or concepts
- V. Data and Methods (5-6 pages)
 1. Research design and strategy of inquiry
 2. Data collection tools
 3. Data
 4. Discussion potential challenges and back-up plans
- VI. Expected Findings (1-2 pages)
- VII. References
- VIII. Appendices (as needed)
- IX. Data collection & analysis timeline from March - June 2009