

**EDPA 690: RESEARCH IN EDUCATION POLICY,
PLANNING AND ADMINISTRATION**

SUMMER I 2000

INSTRUCTOR: DR. FRANCINE HULTGREN

Time:	T:Th 3:40-7:00 p.m.	Office: 2203 Benj. Bldg.
Room:	2101 Benjamin Bldg.	Off Hrs: 1-3 Tu & Th
Credits:	3	and By Appt.
		Phones: 405-4562(o)
		498-1693(h)

COURSE DESCRIPTION

This course provides an examination of various modes of inquiry used to conduct research in education policy, planning and administration, in the interest of the human context in these settings. The modes of inquiry will be organized around the three perspectives of Empirical/Analytic Science, Interpretive Science and Critical Science and will be examined conceptually and methodologically according to the following frames of reference:

- Major Assumptions
- Main Concern--Inherent Aim
- View of Values
- Focus of Investigation
- Research Guiding Interest
- Theoretic-Philosophic Orientation
- Kinds of Questions Addressed
- Methods of Validation
- Methodological Issues
- Research in Use/Application

VALUED ENDS FOR THE COURSE

I as the instructor of the course would like to be able to generate, through dialogue, your potentiality for understanding yourself as a beginning researcher. This major goal will encourage you to examine the background out of which you have developed your way of thinking and

inquiring about persons, knowledge, your profession, and social/educational phenomena. I would encourage you to identify some of your own personal desired ends for the course, and in our journey through the course, I would hope that other valued ends will unfold or emerge as we engage in inquiry together. It is my desire that you will be helped to "create your own maps" on the journey as opposed to making maps from other persons' maps. My wish for all of you is to realize the meaning of the following quote by Ross Mooney (1975, p. 176):

Research is a personal venture, which, quite aside from its social benefits, is worth doing for its direct contribution to one's own self realization.

It is the intent that by the end of the semester you will have had experiences to help you do the following:

- Understand the place of the person in the research process
- Differentiate the research producer and consumer points of view
- Distinguish competing assumptions in the various modes of inquiry
- Critically evaluate research conducted from the various perspectives according to appropriate criteria
- Identify methods of inquiry appropriate for investigations in the different human contexts of education policy, planning and administration
- Synthesize from the readings a perspective on research that is consistent with your beliefs and practices regarding your profession
- Develop a project for the mode of inquiry appropriate for a research question in which you have an interest

REQUIRED TEXTS

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

Crotty, M. (1998). The foundations of social research: Meaning and perspective in the research process. Thousand Oaks, CA: SAGE

Heshusius, L., & Ballard, K. (1996). From positivism to interpretivism and beyond: Tales of transformation in educational & social research. New York: Teachers College Press.

Shacklock, G., & Smyth, J. (1998). Being reflexive in critical educational and social research. Bristol, PA: Falmer Press.

*ADDITIONAL READINGS (On reserve in Curriculum Lab Circulation Desk, Basement Floor in Benjamin Bldg.)

Patten, M. (2000) Understanding research methods (cerpts). Los Angeles: Pyrczak Pub.

Guba, E.G., & Lincoln, Y.S. (1994). Competing paradigms in qualitative research. In N.K. Denzin & Y.S. Lincoln (Eds.), Handbook of qualitative research. Thousand Oaks, CA: SAGE Pub.

Eisner, E. (1997). The new frontier in qualitative research methodology. Qualitative Inquiry, 3(3), 259-273.

Hultgren, F.H. (1989). Introduction to interpretive inquiry. In F.H. Hultgren & D. L. Coomer (Eds.) Alternative modes of inquiry in home economics research. (Yearbook 9). Peoria, IL: Glencoe.

Peshkin, A. (1988, October). In search of subjectivity--One's own. Educational Researcher, 17-21.

Hollway, W. & Jefferson, T. (1997). Eliciting narrative through the in-depth interview. Qualitative Inquiry, 3(1), 53-70.

Weber, S. (1986). The nature of interviewing. Phenomenology + Pedagogy, 4(2), 65-72.

van Manen, M. (1984). Phenomenological writing. Phenomenology + Pedagogy, 2(1), 36-69.

Bottorff, J. (1991). The lived experience of being comforted by a nurse. Phenomenology + Pedagogy, 9, 237-252.

Barritt, L., Beckman, H.B., & Mulderij, K. (1984). Analyzing phenomenological descriptions. Phenomenology + Pedagogy, 2(1), 1-17.

Comstock, D.E. (1982). A method for critical research. In E. Bredo & W. Feinberg (Eds.), Knowledge and values in social and educational research. Philadelphia: Temple University Press.

Garratt, D., & Hodkinson, P. (1998). Can there be criteria for selecting research criteria?—A hermeneutical analysis of an inescapable dilemma. Qualitative Inquiry, 4(4), 515-539.

TENTATIVE SCHEDULE AND CONCEPTUAL FRAMEWORK

<u>DATE</u>	<u>CONCEPTUAL FOCUS</u>	<u>READINGS/ASSIGNMENTS</u>
WEEK ONE June 6	Introduction to Course and to Each Other	Syllabus
	Individual Concerns in Research	
	Conceptual Framework for Course (Empirical/Analytic, Interpretive and Critical Science of Modes Inquiry): Philosophic Frameworks	Handout on Habermas' Comprehensive Theory of Knowledge <u>Creswell</u> : pp. 73-91 <u>Crotty</u> : pp. 1-17
	The Researcher As Person	Comparison of Producer/Consumer Distinctions
	--Research Producers --Research Consumers (Conflicting Assumptions of the Two Points of View) <u>Source</u> : Mooney article in reference section under Interpretive Inquiry	Find examples in professional journals to illustrate the Producer-Consumer Distinctions

EMPIRICAL/ANALYTIC MODE OF INQUIRY

June 8	The Nature of Empirical/Analytic Science (Assumptions, Types of Questions, Research Guiding Interest): The Problem of Criteria	<u>Crotty</u> : pp. 18-41
	Central Concepts in Empirical/Analytic Inquiry	* <u>Patten</u> : "Understanding research methods" (excerpts)
	Role of Theory	
WEEK TWO June 13	Methodology of Empirical/Analytic Inquiry	

<u>DATE</u>	<u>CONCEPTUAL FOCUS</u>	<u>READINGS/ASSIGNMENTS</u>
June 13 (cont'd)	Empirical/Analytic Research Designs --Descriptive --Experimental	
	Criteria for Evaluating Empirical/Analytic Research	Handout
	Methodological Issues	Due: Abstract #1 (Empirical Study)
<p>THE QUALITATIVE DISTINCTION (A Beginning Departure)</p>		
June 15	Entering the Field of Qualitative Research: The Question of Language and Paradigm	Creswell: pp. 1-26 <u>Heshusius & Ballard</u> : pp. ix-16 <u>Crotty</u> : pp. 42-65 * <u>Guba & Lincoln</u> : "Competing Paradigms in Qualitative Research" * <u>Eisner</u> : "The New Frontier in Qualitative Research Methodology"
<p>INTERPRETIVE MODE OF INQUIRY</p>		
	The Nature of Interpretive Inquiry (Assumptions, Types of Questions, Research Guiding Interest)	* <u>Hultgren</u> : "Introduction to Interpretive Inquiry" * <u>Peshkin</u> : "In Search of Subjectivity--One's Own" <u>Heshusius & Ballard</u> : pp. 17-37 <u>Crotty</u> : pp. 66-86
WEEK THREE June 20	The Case Study Approach	<u>Creswell</u> : Case study pages in Analytic Table of Contents and pp. 249-252, 357-374 <u>Heshusius & Ballard</u> : pp. 38-60
June 22	Biography	<u>Creswell</u> : Biography pages in Analytic Table of Contents and pp. 231-233, 257-269 <u>Heshusius & Ballard</u> : pp. 61-89 * <u>Holloway & Jefferson</u> : "Eliciting Narrative Through the In-Depth

Interview”

Grounded Theory

Creswell: Grounded Theory pages in Analytic Table of Contents and pp. 239-243, 297-321

DATE

CONCEPTUAL FOCUS

READINGS/ASSIGNMENTS

WEEK FOUR

June 27

Ethnography & Field Research
--The Goal of Ethnography
--Interviewing an Informant
--Description & Structural Analysis

Creswell: Ethnography pages in Analytic Table of Contents and pp. 245-248, 323-356
Heshusius & Ballard: pp. 91-120
*Weber: The nature of interviewing.

June 29

Hermeneutic/Phenomenological Inquiry

*van Manen: "Phenomenological Writing"
Crotty: pp. 87-111

*Bottorff: "The Lived Experience of Being Comforted by a Nurse"

Creswell: Phenomenology pages in Analytic Table of Contents and pp. 235-237, 271-295

Heshusius & Ballard: pp. 121-143

Doing Phenomenological Descriptions

*Barritt et al: "Analyzing Phenomenological Descriptions"

DUE: Phenomenological Description

WEEK FIVE

July 4

Comparing the Traditions

Creswell: pp. 37-41, 54-68, 148-149, 154-165, 173, 189-190, 215-217, 227-229

Criteria for Evaluation of Interpretive Studies: Standards of Quality and Verification

Creswell: pp. 193-203
Heshusius & Ballard: pp. 144-176

Methodological Issues and Critique of Interpretive Mode

Crotty: pp. 112-159
DUE: Phenomenological Summary Essay
DUE: Abstract #2 (Interpretive Inquiry)

July 6

The Nature of Critical Inquiry

Shacklock & Smyth: pp. 1-82

ASSIGNMENTS

1. **3 ABSTRACT CRITIQUES.** Write an abstract of a study conducted in each mode of inquiry using the form appropriate for each mode of inquiry. Critique the study on the basis of how well the study meets the criteria and assumptions for its mode of inquiry.
Maximum length: 3 typewritten pages

DUE: Empirical Study	June 13
Interpretive Study	July 6
Critical Study:	July 11

2. **EXERCISES AS A PART OF CLASS PARTICIPATION.** Each class will usually have an application exercise to help interpret the concepts in the readings.

3. **PHENOMENOLOGICAL DESCRIPTION.** A beginning attempt at "Doing Phenomenology" will be to write and interpret a Phenomenological Description of a common experience. (To be explained) DUE: June 29 and July 6

4. **INDIVIDUAL PROJECT:** An individual choice to extend learning through the application of readings/concepts/philosophy in alternative modes of inquiry to your particular field of study and area of research interest. DUE: July 13

6. **SUMMARY DESCRIPTION.** Write an account of your experience of what it has been like to be a member of this class experiencing your first introduction or extended experience with alternative modes of inquiry. (A time for reflection) DUE: July 13

SELECTED BIBLIOGRAPHY

COMPREHENSIVE TEXTS ON ALTERNATIVE MODES OF INQUIRY

Bernstein, J.J. (1983). Beyond objectivism and relativism: Science, hermeneutics and praxis. Philadelphia: University of Pennsylvania Press.

Booth, W.C., Colomb, G.G., & Williams, J.M. (1995) The craft of research. Chicago: The University of Chicago Press.

Bredo, E., & Feinberg, W. (1982). Knowledge & values in social & educational research. Philadelphia: Temple University Press.

Bryman, A. (1987). Quantity and quality in social research. New York: Routledge.

Carr, W., & Kemmis, S. (1986). Becoming critical. Philadelphia: The Falmer Press.

Creswell, J.W. (1994). Research design: Qualitative and quantitative approaches. Thousand Oaks, CA: SAGE.

Hultgren, F.H., & Coomer, D.L. (Eds.) (1989). Alternative modes of inquiry in home economics research. (9th Yearbook of the American Home Economics Association, Teacher Education Section). Peoria, IL: Glencoe Publishing.

Jaeger, R.M. (1988). Complementary methods for research in education. Washington, D.C.: American Educational Research Association.

Kuhn, T.S. (1970). The structure of scientific revolutions. Chicago: University of Chicago Press.

Smith, J.K. (1993). After the demise of empiricism: The problem of judging social and educational inquiry. Norwood, NJ: Ablex Publishing Corporation.

THE INTERPRETIVE MODE OF INQUIRY

Agar, M.H. (1994). Language shock: Understanding the culture of conversation. New York: William Morrow and Co.

Agar, M.H., (1980). The professional stranger: An informal introduction to ethnography. New York: Academic Press.

Anderson, G.C., Herr, K., & Nihlen, A.S. (1994). Studying your own school. An educator's guide to qualitative practitioner research. Thousand Oaks, CA: Corwin Press.

- Beekman, R. (1983). Human science as a dialogue with children. Phenomenology + Pedagogy, 1(1), 36-44.
- Barritt, L., Beekman, T., Bleeker, H., & Mulderij, K. (1984). Analyzing phenomenological descriptions. Phenomenology + Pedagogy, 2(1), 1-16.
- Brizula, B.M. Stewart, J.P., Carillo, R.G., and Berger, J.G. (Ed.). (2000). Acts of inquiry in qualitative research. Cambridge, MA and Harvard Educational Review Series.
- Burgess, R.G. (1985). Field methods in the study of education. London: Falmer Press.
- Carson, R. (1986). Closing the gap between research and practice: Conversation as a mode of doing research. Phenomenology + Pedagogy, 2(4), 73-85.
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- Denton, D. (Ed.) (1974). Existentialism & phenomenology in education. New York: Teachers College Press.
- de Maris, K.B. (Ed.). (1999). Inside Stories: Qualitative research reflections. , NJ: Lawrence Erlbaum Assoc., Pub.
- Denzin, N.K., & Lincoln, Y.S. (Eds.) (1994). Handbook of qualitative research. Thousand Oaks, CA: SAGE Publications, Inc.
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- Emerson, R.M., Fretz, R.I., & Shaw, L.L. (1995). Writing ethnographic field notes. Chicago: The University of Chicago Press.
- Erben, M. (Ed.) (1998). Biography and education: A reader. Bristol, PA: Falmer Press.
- Fleischer, C. (1995). Composing teacher research: A prosaic history. Albany, NY: State University of New York Press.

- Freeman, M. (1993). Rewriting the self: History, memory, narrative. New York: Routledge.
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- Geertz, C. (1983). Local knowledge. New York. Basic Books.
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- Goodson, I.F. (1992). Studying teacher's lives. New York: Teachers College Press.
- Hamel, J. (1993). Case study methods. Newbury Park, CA: SAGE.
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- Heidegger, M. (1962). Being and time. New York: Harper and Row.
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- Krueger, R.A. (1994). Focus groups: A practical guide for applied research. Thousand Oaks, CA: SAGE Publications.
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Phenomenology + Pedagogy

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Qualitative Inquiry (SAGE Periodicals Press)

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- Perl, E. (1996). Getting an inside perspective on outsiders' experience of community: The experience of women of color attending a predominantly white university. Unpublished doctoral dissertation, University of Maryland.
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- O'Neil, A.J. (1996). Naming the silences: A hermeneutic phenomenology of the dimensions of decision-making in pediatric oncology. Unpublished doctoral dissertation, University of Maryland at Baltimore, School of Nursing.
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- Eifried, S.A. (1998). Learning to care for patients who are suffering: The lived experience of students in nursing. Unpublished doctoral dissertation, University of Maryland at Baltimore, School of Nursing.
- Riley-Giomariso, O. (1998). Mirroring the human circumstance: An interpretive phenomenological study of student encounters in critical care. Unpublished doctoral dissertation, University of Maryland at Baltimore, School of Nursing.
- Peterka, C. (1998). Course clusters for incoming students at a research university: An exploration of diversity and the learning experience. Unpublished doctoral dissertation, University of Maryland. (Case study/grounded theory)
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