

CI 519: Methods in Child Study

Fall 2016

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Office hours: Wednesday 1.30-3.30, or by appointment

396 Education

Assignments and Grading

Attendance and Participation: 10%

Class sessions will require discussion of the articles and be a number of collaborative activities to take part in during classes, as such, attendance and participation are essential to everyone having successful learning experiences during the course. Please do the reading before class – there is a lot of technical content that we can discuss in class if you have read it. If you need to miss a class, contact me in advance and we can make arrangements to have you join remotely.

Blog posts: 10%

Most weeks you should respond to the reflection prompt on the blog before class. Read and comment on other people's posts before coming to class.

Reading activity: 10%

Once during the semester (one student per week) you will select a research paper related to their interests. Everyone will read the methods and results section. The student who selected the paper will explain 1) the primary research questions, 2) the study design, 3) key features of the methods, 4) analysis procedures, 5) main results, 6) limitations and concerns.

In-class presentations: 10%

You will make a number of informal presentations about your final paper throughout the semester

Final paper: 60%

The final paper will be an extended proposal for a research study

Statement of academic Integrity: The Code of Policies and Regulations Applying to All Students will be applied in all instances of academic misconduct committed by students. This applies to all exams, presentations, assignments and materials distributed or used in this course. You can review these policies at the following web site: http://admin.illinois.edu/policy/code/article1_part4_1-401.html

Accommodations: Your success as a student is of utmost importance to me. If you have a disability or any other special circumstance that may have some impact on your work in this class, and for which you may require special accommodations, please contact me within the first two weeks in the semester so that accommodations can be made in a timely manner.

Syllabus outline

Week	Topic	Reading & activity Due
1 8/24	Introduction	
2 8/31	Overview of methods	Reading due: Newby Ch 1 & 2 (to page 79) Activity due: Blog post – what are your research interests? Write a paragraph. Submit by Sunday night; read them all before class.
3 9/7	Qualitative, Quant and mixed methods.	Reading due: Newby Ch 3; File et al, Ch 4 Activity due: Blog post
4 9/14	Research questions	Reading due: Booth, Colomb, & Williams, 2008; Newby, Ch 2 (79 to end) and ch 7. Activity due: Try to write 1-3 research questions. Bring 2 copies to class.
5 9/21	Human subjects considerations IRB presentation: Ron Banks	Reading due: Coolican, ch 11. Activity due: Complete CITI Core basic training; Research in Public Elementary and Secondary Schools – SBR; Research with Children - SBR
6 9/28	Writing research proposals	Reading due: Two NSF proposals and reviews will be provided on canvas. NSF CAREER Proposal writing tips. Chapter 1 (and any others you wish to read) Activity due: Take your research questions from week 4. Write a broader impacts and intellectual merit paragraph for each.
7 10/5	Design Based Research (DBR)	Reading due: Anderson & Shattuck, 2012; Bell, 2004 Activity due: Blog post
8 10/12	Design Based Implementation Research (DBIR)	Reading due: Gutierrez & Penuel, 2014; Penuel, Fishman, Haugan Cheng, & Sabelli, 2011 Activity due: Blog post
9 10/19	Designing studies (1)	Reading due: Newby ch 6; File et al, ch 9 Activity due: Blog post
10 10/26	Designing studies (2):	Reading due: File et al ch. 11 Activity due: Short presentation about your research topic and proposed study design

11 11/2	The role(s) of teachers; Action research Guest speaker: Beth Sanzenbacher , Science Instructional Leader Bernard Zell Anshe Emet Day School	Reading due: Goldman, Mercier, & Booker, 2008; File et al ch. 13 ; Hine, 2013 http://www.circleducators.org/blog/archives/04-2015 Activity due: Blog post: what is the role of teachers in your research plan?
12 11/9	Engaging students in co-design and research activities	Reading due: Druin, 1996, 1999; Congdon & Congdon, 2011 Activity due: Limitations of your study proposal – what are the trade-off decisions you are making?
13 11/16	Conducting research in classrooms: Planning and logistics	Reading due: 3 https://larrycuban.wordpress.com/2014/05/14/doing-classroom-research/ Activity due: What will your results look like?
11/23: Thanksgiving break		
14 11/30	Temporal analysis of classrooms	Reading due: Mercer, 2008 Activity due: Blog post
15 12/7	Final presentation of research proposals	Reading due: Wineburg, 2004 Activity due: 10 minute presentation on your proposal

Reading list

Books:

Newby, P. (2014) *Research Methods for Education*, 2nd Edition. Routledge.

File, N. Mueller, J., Wisneski, D., Stremmell, A. (2017) *Understanding research in early childhood education: Quantitative and Qualitative Methods*. Routledge.

Papers (available on canvas)

Anderson, T., & Shattuck, J. (2012). Design-based research: A decade of progress in education research? *Educational Researcher*, 41(1), 16–25.
doi:10.3102/0013189X11428813

Bell, P. (2004). On the Theoretical Breadth of Design-Based Research in Education. *Educational Psychologist*, 39(4), 243–253. doi:10.1207/s15326985ep3904_6

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). From topics to questions. In *The Craft of Research* (3rd ed., pp. 35–50). The University of Chicago Press.
doi:10.1017/CBO9781107415324.004

Congdon, G. J., & Congdon, S. (2011). Engaging students in a simulated collaborative action research project: an evaluation of a participatory approach to

- learning. *Journal of Further and Higher Education*, 35(2), 221–231.
doi:10.1080/0309877X.2010.548597
- Druin, A. (1996). A place called childhood. *Interactions*, 3(1), 17–22.
doi:10.1145/223500.223506
- Druin, A. (1999). Cooperative inquiry: Developing new technologies for children with children. *Proceedings of the SIGCHI Conference on Human Factors in Computing Systems: The CHI Is the Limit*, 592–599. Retrieved from <http://dl.acm.org/citation.cfm?id=303166>
- Goldman, S., Mercier, E., & Booker, A. (2008). *Partnering with K-12 educators in collaborative design of learning technology. Educating Learning Technology Designers: Guiding and Inspiring Creators of Innovative Educational Tools*. doi:10.4324/9780203357217
- Gutierrez, K. D., & Penuel, W. R. (2014). Relevance to Practice as a Criterion for Rigor. *Educational Researcher*, 43(1), 19–23. doi:10.3102/0013189X13520289
- Hine, G. S. C. (2013). The importance of action research in teacher education programs. *Issues in Educational Research*, 23(2), 151–163.
- Mercer, N. (2008). The seeds of time : why classroom dialogue needs a temporal analysis. *The Journal of the Learning Sciences*, 59, 33–59. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/10508400701793182>
- Penuel, W. R., Fishman, B. J., Haugan Cheng, B., & Sabelli, N. (2011). Organizing Research and Development at the Intersection of Learning, Implementation, and Design. *Educational Researcher*, 40(7), 331–337.
doi:10.3102/0013189X11421826
- Wineburg, S. (2004). Must it be this way? Ten rules for keeping your audience awake during conferences. *Educational Researcher*, 33(4), 13–14.