EDG 6226
Foundations of Research in Curriculum and Instruction
Fall 2015
Mondays 4:05 – 7:05

Instructor:

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Office hours on Mondays 2:00 – 4:00 pm, and by appointment. Please call and make an appointment whenever possible.

Overview of Course:

The purpose of this course is to provide introductory experiences and orienting frameworks for new doctoral students in the School of Teaching and Learning, with a particular focus on what it means to be a scholar of curriculum and instruction and a researcher in this field.

To accomplish this goal, the course is divided into five parts:

(1) Getting Started in Graduate School,
(2) Research in Curriculum and Instruction,
(3) The Life of a Researcher,
(4) The Work of a Researcher, and
(5) Getting There: The Life and Work of a Graduate Student.

The five parts of this course and what each part includes are described in more detail in the course schedule.

Two overarching questions will guide our work together in this course and serve to connect each part of the course named above

• What does it mean to be a scholar in the field of curriculum and instruction?
• What does it mean to be a graduate student in the School of Teaching and Learning at the University of Florida?

Course Objectives:

• Obtaining basic, foundational knowledge to navigate the graduate school experience by examining what doctoral studies entail.
• Developing a broad understanding of scholarship and the various research methodologies used to produce scholarship in curriculum and instruction.
• Immersion in examples of educational research in curriculum and instruction produced by the scholars you will study with in the School of Teaching and Learning at the University of Florida, as well as scholars from other institutions across the nation and world.
• Understanding university culture and the professoriate.
• Examining the work of a researcher including reading, analyzing and synthesizing literature, conferencing, publishing, and grant writing.
• Exploring benchmarks and processes in becoming a researcher through doctoral study (i.e., qualifying exams, dissertation, advisor-advisee relationships, etc.).
• Meeting several faculty members in the School of Teaching and Learning and the College of Education.
• Developing relationships with fellow graduate students to create a network of support for your work ahead.

Required Textbook and Readings:

Course Textbook:


Online Reserve Reading on Topics Covered in the Course:


STL Faculty Member Readings (Class Speakers Bolded):


**Coady, M. R.** & Nelson, A. Assessing the needs of immigrant, latino families and teachers in rural settings: Building home-school partnerships.


2067-2089.

**Fu, D.** (2014). *Focus on Literacy.* [Chapter 4: Literacy development for L2 Adolescent Learners (Grades 7 – 12)]. Oxford University Press.


**Kennedy-Lewis, B.** (2012). What happens after students are expelled? Understanding teachers’ practices in educating persistently disciplined students at one alternative middle school, *Teachers College Record, 114,* 1-38.


Other Readings by STL Faculty Members as Assigned

**Other:**

5-10 publications by a scholar of your choice

A dissertation of your choice
Recommended Reading:


Tentative Course Schedule:

PART I: GETTING STARTED IN GRADUATE SCHOOL

Part I of the class will consist of two classes aimed at successfully launching your doctoral studies in the School of Teaching and Learning in the College of Education at the University of Florida. In the first class (8/24), we will meet and learn more about one another and what brought each member in our class to pursue their PhD studies at UF. In addition, you will meet leadership from the College and the School as well as receive an orientation to the course. In the second class (8/31), we will explore the nature of graduate study and higher education and receive an orientation to the UF Education library.

Monday, August 24, 2015: Introduction, Overview, and Orientation to Class

- Welcome to Class!
- Welcome to the College of Education! – Dr. Glenn Good, Dean, College of Education at University of Florida
- Welcome to the School of Teaching and Learning! – Dr. Ester De Jong, Director, School of Teaching and Learning at University of Florida
- Welcome to Graduate School! – Elizabeth Currin, President SAGE

Assignment:
- Reflection Paper I: On Becoming A Graduate Student (Please complete this assignment before the readings for next week).

Readings (Due 8/31):
- Furstenberg, Chapter 1: Entering Graduate School, pp. 1-9; 18-38
- Furstenberg, Chapter 2: An Academic Career or Not?, pp. 39-72
- Online Reserve Reading: Rugg & Petre: So You Want to do a PhD?
- Online Reserve Reading: Hawley: How Doctoral Study Differs from Previous Pursuits
Monday, August 31, 2015: Getting Off To A Good Start

- History of Graduate School in the United States – Dr. Sevan Terzian, Professor and Graduate Coordinator, School of Teaching and Learning
- Academics and the Future of Higher Education – Dr. Tom Dana, Associate Dean of Academic Affairs, College of Education at University of Florida
- Entering Graduate School and Pursuing an Academic Career
- Orientation to the Library: A Graduate Student’s Best Friend – Rachel Elrod, Head, Education Library, George A. Smathers Libraries at UF

Due: Reflection Paper I: On Becoming a Graduation Student

Readings (Due 9/14):
- Online Reserve Reading: Austin & McDaniels: Using Doctoral Education to Prepare Faculty to Work Within Boyer’s Four Domains of Scholarship
- Online Reserve Reading: Krathwohl, Section 1 – The Nature of Research, pp. 3-37

Monday, September 7, 2015

LABOR DAY – NO CLASS

Part II: RESEARCH IN CURRICULUM AND INSTRUCTION (C&I)

Part II of the class will consist of 4.5 classes aimed at helping you develop a broad understanding of research approaches and methodologies used to generate knowledge in the field of Curriculum and Instruction. We will begin by defining scholarship and very briefly exploring a wide variety of research methodologies associated with the scholarship of discovery including qualitative, quantitative, survey, historical, evaluation studies, meta-analysis, longitudinal studies, single-subject studies, model building, action research, and classification schemes and theory building. We will explore quantitative and qualitative research methodologies in greater depth, and see many examples of research produced by STL faculty.

Monday, September 14, 2015: Overview of Research

- What It Means To Be A Scholar
- Four Domains of Scholarship: Ernest Boyer
- Focusing on the Scholarship of Discovery
  - Why Do Research?: Exploration, Explanation, & Validation
  - Variety of Research Methods

Readings (Due 9/21):
- STL Faculty Online Research Reading: Antonenko; Kennedy-Lewis
Monday, September 21, 2015: A Closer Look at Qualitative and Quantitative Research Methodology

- Overview of Quantitative Research – Dr. Pasha Antonenko
- Overview of Qualitative Research – Dr. Brianna Kennedy-Lewis
- Learning More: Coursework in Research Methodology in the College of Education at UF – Dr. David Miller, Director, School of Human Development and Organizational Studies in Education
- 100 Questions and Answers

Readings (Due 9/28):
- STL Faculty Online Reserve Reading: Terzian; Fu; Ritzhaupt_Dawson, Coady

Monday, September 28, 2015: Examples of Research in C&I I

- Research Speaker 1: Dr. Sevan Terzian
- Research Speaker 2: Dr. Danling Fu
- Research Speaker 3: Dr. Kara Dawson
- Research Speaker 4: Dr. Albert Ritzhaupt
- Research Speaker 5: Dr. Maria Coady

Readings (Due 10/5):
- STL Faculty Online Reserve Reading: Pace, Beal, Washington, Crippen

Monday, October 5, 2015: Examples of Research in C&I II

- Research Speaker 6: Dr. Barbara Pace
- Research Speaker 7: Dr. Carol Beal
- Research Speaker 8: Dr. Elizabeth Washington
- Research Speaker 9: Dr. Kent Crippen

Readings (Due 10/12):
- STL Faculty Online Research Reading: Fang; Bondy
- Furstenberg, Chapter 3, Being an Assistant Professor, pp. 73-112

PART III: THE LIFE OF A RESEARCHER

With a broad understanding of research established in Part II of class, Part III of the class will consist of four classes designed to help you understand the life of people who produce research. We will explore stages in the academic career including Assistant, Associate, and Full Professor roles and responsibilities. In addition, during this part of the course, you will choose a scholar you admire in your field and complete and present a scholar study to class. In this way, we will complement the scholars you have and will
meet during the course that reside at the University of Florida with “meeting” scholars from across the US (and world).

Monday, October 12, 2015: The Start Your Career as a Researcher

- Research Speaker 10: Dr. Zhihui Fang
- Research Speaker 11: Dr. Buffy Bondy
- Being an Assistant Professor – Dr. Jenn Jacobs, Assistant Professor, University of South Florida and UF STL Graduate
- Launching Your Scholar Study

Readings (Due 10/19):
- Furstenberg, Chapter 4, Academic Midlife, pp. 113-147
- Furstenberg, Chapter 5, The Endgame, pp. 149-171
- Online Reserve Reading: Cochran-Smith: Composing a Research Life

Assignment: Scholar Study

Monday, October 19, 2015: Advanced Stages in Your Career as a Researcher

- Stages in the Academic Career – Dr. Thomasenia Adams, Associate Dean of Research and Faculty Development, College of Education at UF
- Academic Mid Life and the Full Professor
- Composing a Research Life
- Reflections on an Academic Career – Dr. Paul George and Dr. Dorene Ross

Monday, October 26, 2015: Work Night: Scholar Study

Monday, November 2, 2015: Scholar Presentations

Due: Scholar Study

Readings (Due 11/9):
- Online Reserve Reading: Rocco & Plakhotnik: Literature Reviews, Conceptual Frameworks, and Theoretical Frameworks: Terms, Functions, and Distinctions
- Online Reserve Reading: Boote and Beile: Scholars Before Researchers: On the Centrality of the Dissertation Literature Review in Research Preparation
- STL Faculty Online Reserve Reading: Vescio, Ross & Adams

PART IV. THE WORK OF A RESEARCHER

After examining what the life of a researcher looks like across the career span, we will dissect this life by learning specifically about the work a researcher does as he/she builds his/her career over time in Part IV of the course. This work includes: (1) Reading,
Analyzing, and Synthesizing Literature, (2) Conferencing, (3) Writing for Publication, and (4) Writing and Administering Grants. Having focused on tenure-track lines in Part III of the course, in this part of class we will also learn about what it means to work in non-tenure track lines and the nature of the work and research faculty who hold clinical professor, lecturer, and other related positions do in the academy.

**Monday, November 9, 2015: Reading & Conferencing**

- Working in a Non-Tenure Track Faculty Line (Panel: Dr. Alyson Adams, Dr. Kristen Apraiz, Dr. Caitlin Gallingane, Dr. Swapna Kumar, Dr. Vicki Vescio)
- Writing a Literature Review – Dr. Alyson Adams and Dr. Vicki Vescio
- Introduction to the American Educational Research Association
- Conferencing: Proposals and Presentations

**Readings (Due 11/16):**

- Online Reserve Reading: Dangel, Fulton, Dana, & Clift: Moving an Initial Manuscript to Publication: Lessons Learned
- Online Reserve Reading: Fulton: Science Notebooks: Teachers’ Developing Beliefs, Practices, and Student Outcomes
- STL Faculty Online Reserve Reading: Jacobs, Yendol-Hoppey, & Dana

**Monday, November 16, 2015: Writing**

- Best Advice for Doctoral Student Writing – Dr. Jane Townsend
- Writing Curriculum Materials – Dr. Linda Jones
- Publishing Journal Articles
- Publishing Books

**Readings (Due 11/23):**

- STL Faculty Online Reserve Reading: Pringle

**Assignment:** Dissertation Review and Presentation

**Monday, November 23, 2015: Grants**

- Grant Speaker: Dr. Rose Pringle

**Readings (Due 11/30):**

- Online Reserve Reading: Zhao, Golde, & McCormick – More Than A Signature: How Advisor Choice and Advisor Behavior Affect Doctoral Student Satisfaction
PART V: GETTING THERE: THE LIFE AND WORK OF A GRADUATE STUDENT

With an understanding of the what the life and work of a researcher entails established during Parts III and IV of the course, in the final two weeks of the course, we will look at how you get there by examining the nuts and bolts of being a graduate student including major benchmarks in your studies, how to develop a solid working relationship with your academic advisor and form a committee, and how to balance one’s personal and professional life during graduate school and beyond.

Monday, November 30, 2015: Phases and Processes in Graduate Study

• Developing a Working Relationship with your Academic Advisor & Balancing Your Personal and Professional Life – Dr. Nancy Waldron, Associate Dean of Student Affairs, College of Education at University of Florida
• Forming Your Committee
• Qualifying Exams
• The Dissertation Proposal
• The Dissertation

Due: Dissertation Study and Presentation

Assignment: Reflection Paper II: On Becoming a Scholar

Monday, Dec. 7, 2015: Final Class – Reflections On What It Means To Be A Researcher and Your Pathway to It (Graduate Studies)

Due: Reflection Paper II: On Becoming a Scholar

Course Requirements and Grading

There are five major requirements for this course:

1. Attendance at, Preparation for, and Participation in all Classes. Your attendance and participation in class is vital for your learning. It is expected that you will be present for and prepared for every class meeting. Attendance, preparation, and participation is worth 25% of your final grade.

2. Reflection Paper I: On Becoming a Graduate Student. Write a 500-word essay briefly describing your professional background and the factors that brought you to pursue a doctoral degree at University of Florida. In addition, provide your answers to the following two questions:
   - \textit{As you begin this class, what does it mean to you to be a graduate student?}
   - \textit{As you begin this class, what does it mean to you to be a scholar?}
This assignment is due the second week of class and is worth 10% of your final grade.

3. Scholar Study and Presentation. Select a well-established scholar in your field that you admire and is doing the kind of research, writing, and work that you aspire to do. (You may wish to consult with your advisor on a scholar choice). Research your scholar to understand his/her background and the ways his/her career emerged over time, addressing questions such as:
   - Where did your scholar complete his/her doctoral degree?
   - What is your scholar’s academic lineage? (Who served as his/her advisor/committee members?)
   - What was the topic of your scholar’s dissertation work and the research methodology your scholar used to approach this work? Find and review your scholar’s dissertation if you are able.
   - What is the nature of the research your scholar has produced throughout his/her career (your scholar’s research agenda)? Find and review 5-10 articles/books written by your scholar and create an annotated bibliography of your readings.
   - In what ways, if any, does your scholar’s line of research connect to your scholar’s dissertation and the work of his/her advisor and supervisory committee?
   - What have you learned about being a scholar from studying this person’s work?

In addition, you may wish to communicate with your scholar via email or phone to learn more about his/her career and obtain any advice he/she may have for someone just beginning in the field (optional).

With the information you obtain through your research, create an interesting and engaging 8 – 10 minute presentation for your classmates accompanied by a one-page handout about your scholar and his/her work.

You will turn in your handout as well as an annotated bibliography of the 5-10 pieces you reviewed of your selected scholar’s work.

This assignment is due on Monday, November 2nd and is worth 25% of your final grade.

4. Dissertation Review and Presentation. Choose a dissertation that you find compelling. (You may wish to consult with your advisor on a dissertation choice or review award winning dissertations from various national organizations and choose an award winner. Several organizations select and give an “Outstanding Dissertation Award” every year. Selecting one of these would ensure you are reading a quality piece of work). Read your selected dissertation and prepare a brief executive summary of the work that addresses the following twelve items:
Based on your responses to the twelve items above, create an interesting and engaging 8 – 10 minute presentation for your classmates accompanied by a one-two page handout about your dissertation. On Monday, November 30th, you will share this presentation with a small group of your classmates. After all members in your group have presented, you will have the opportunity to discuss similarities and differences across all examples shared in your group as well as state what you learned from looking across the dissertation samples.

You will turn in your individual handout as well as your group reflection.

This assignment is due Monday, November 30th and is worth 25% of your final grade.

5. Reflection Paper II: On Becoming a Scholar & Vita. Write a 750-1000 word essay reflecting on the following two questions:

- As you end this class, what does it mean to you to be a scholar?
- As you end this class, what does it mean to you to be a graduate student?

As you respond to these two questions, revisit Reflection Paper I from the beginning of class and be sure to address any ways your responses to these two questions changed from the start of class to the end of class and what you attribute to the changes you have made in your “definitions” of graduate student and scholar.

End your essay with your aspirations as a graduate student and scholar: What do you hope to accomplish in both your graduate student and academic careers?
ahead? Name any challenges you perceive might hinder your ability to achieve your aspirations, and discuss strategies you can use to address the challenges you perceive that lie ahead.

Finally, attach your “vita” to the end of this essay as an appendix (not included in essay word count). A vita is a standard tool used by scholars to document their professional experience, expertise, and academic record. A vita is a required component of most applications for jobs and professional activities. Scholars at all career stages should maintain a current vita. Look at examples (ask to see examples from your advisor, faculty in your area and STL, or other graduate students. You can also find a near endless supply of academic vitas online). Then, create your own vita that you will build upon as you complete your graduate studies, obtain your first position after you earn your degree, and expand during the entirety of your career.

This assignment is due the last week of class and is worth 15% of your final grade.

Each of the course requirements will be assigned a point value equal to the percentage of your grade that the requirement is worth (Attendance, Preparation, and Participation – 25 points; Reflection Paper I – 10 points; Scholar Study and Presentation – 25 points; Dissertation Review and Presentation – 25 points; Reflection Paper II – 15 points). Each student’s points on all assignments will be totaled and a final grade will be assigned based on the following scale:

A  95 or above
A-  90 – 94
B+  87 – 89
B   83 – 86
B-  80 – 82
C+  77 – 79
C   73 – 76
C-  70 – 72
D+  67 – 69
D   63 – 66
D-  60 – 62
E   59 or below

**ADA Statement**

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students will be asked to supply a letter from the Office for Students with Disabilities to assist in planning accommodations.