

**Introduction to Educational Research:
Paradigms and Processes**
ED 505
Summer, 2014
Tuesdays & Thursdays, 4:30-8:30, EPASW 2419

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Purposes of the Course

This course is intended to introduce beginning doctoral students to professional conversations taking place in the educational research community. Our guiding question will be, "What do we mean by educational research?" This question will be investigated by considering different theoretical and practical contexts, including:

Professional contexts

Why is it essential for educational research to be seen as socially valuable and what might that mean in the complex world in which we live?

What does research mean in the career of a faculty member or other professional researcher when compared with the work and career of a school administrator or teacher?

Why would it be important to distinguish urban contexts from other professional environments?

How do educational researchers consider the breadth and depth of the contexts in which they live and work?

How are different forms of inquiry viewed and supported by different institutions?

What are the key differences between program evaluation and educational research?

Epistemological contexts

What are some of the major paradigms, orientations, and systems that guide educational research?

What kinds of knowledge do different forms of research generate? Why is it important to be aware of the inter-disciplinary nature of education?

What counts as knowledge? How trustworthy is such knowledge?

What are some heuristic features of educational research?

What are some algorithmic features of educational research?

Theoretical and methodological contexts

What general purposes and processes of educational research guide your particular program of study?

What are some differences between paradigms, theories, concepts, and constructs?

In your field, what constitutes a theory and how do researchers support such things?

What is the difference between methods and methodology? Where does design fall in this set of distinctions?

Political and ethical contexts

What problems of right and wrong arise when one's quest for knowledge involves human beings as research participants?

What are some of the responsibilities of an educational researcher and how does that differ from those of a teacher, counselor, or school administrator?

What are some of the differences between the political and ethical stances taken in your field?

What procedures are involved in defining a strong research question?

Although this course covers a broad range of themes and topics, it is designed to strengthen the ability to think theoretically and analytically while identifying research questions. As the first or earliest step in a doctoral student's program of study, it is helpful to imagine and justify potential research contributions even if the actual studies are not carried out. It is also important to distinguish research designed to advance theory and that useful only in specific professional contexts even if the strongest research addresses both dimensions. We will not cover all the steps that are essential for scholarly discourse, yet we will practice actively participating in public and private conversations about educational research. We will focus most intently on those skills associated with interpreting research critically, selecting appropriate methods for addressing research questions, and preparing for such stages of the doctoral program as comprehensive exams and research proposal writing. Emphasizing the idea that scholarship is always a communal enterprise, we will also have opportunities to critique one another's written work as such skills are practiced in professional discourse.

Key Readings

Most of the readings for this 6-week version of ED 505 will come from parts of different books and journals and will be made available in a designated Dropbox file. We will use jigsaw methods when working through a reading list that is far longer than anyone can reasonably manage in one semester. Nevertheless, individuals may benefit from obtaining one or more of the following works.

Grasping the Research Enterprise

- Baez, B., & Boyles, D. (2009). *The politics of inquiry: Education research and the "culture of science"*. Albany: State University of New York Press.
- Berliner, D. & Biddle, B. (1995). *The manufactured crisis: Myths, fraud, and the attack on America's public schools*. Reading, MA: Addison-Wesley. (for insight into political and economic attempts to control research for their own interests)
- Booth, W. C., Colomb, G. G., & Williams, J. M. (2003). *The craft of research* (2nd ed.). Chicago, IL: University of Chicago.
- Green, J. L., Camilli, G., & Elmore, P. B. (Eds.). (2006). *Handbook of complementary methods for research in education*. Washington, D.C. and Mahwah, N.J.: AERA and Lawrence Erlbaum Associates.
- Jaeger, R.M. (Ed.). (1997). *Complementary methods for research in education*. (2nd ed.). Washington, DC: American Educational Research Association.
- Kuhn, T. S. (1962). *The structure of scientific revolutions* (3rd ed.). Chicago: University of Chicago Press.
- Lagemann, E. C. (2000). *An elusive science: The troubling history of education research*. Chicago: University of Chicago Press.
- National Research Council (2005). *Advancing scientific research in education*. Washington, DC: National Academies Press.
- Pring, R (2004). *Philosophy of educational research* (2nd ed.). New York: Continuum.

For Writing Style and Format

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA. (Many students may need to enroll in the online courses available to teach the writing skills that are summarized very briefly in this book.)
- Graff and Birkenstein (2012). *They say/I say: The moves that matter in academic writing*. New York: Norton. (with sample writings)
- Kilbourn, B. (2006). The qualitative doctoral dissertation proposal. *Teachers College Record*, 108, 529-576.
- Lovitts, B. E. (2007). *Making the implicit explicit: Creating performance expectations for the dissertation*. Sterling, VA: Stylus Publishing.
- Madsen, D. (1992). *Successful dissertations and theses* (2nd ed.). San Francisco: Jossey Bass. (for suggestions on how to think about, plan, and write dissertations)

Course Assignments

Because a central purpose of this course is to join professional discourse in the educational research community, a premium will be placed on classroom dialogue and written papers. A primary goal is to learn to speak and write using clear, understandable prose that is also well supported with evidence. The following activities will document these activities for use when assigning a grade. Students will:

Provide a written response to the readings before class meetings (25% of the final grade). This set of exercises is designed to give students practice responding to difficult material in writing, accepting feedback, and revising their writing to accommodate that feedback. Making direct references to the course readings, these responses may take the form of bulleted lists of ideas or questions to share with group members or summaries of important ideas found in the readings. Quality will be determined by considering students' responsiveness to the assignment, representation and use of course content, and ability to communicate ideas and arguments effectively. These will be used to guide large and small group discussions and will be evaluated on a pass/fail basis.

Conscientiously attend and participate in regular class meetings (25% of the final grade). This involves practicing the skills of professional discourse and involves using research evidence to support shared ideas rather than relying solely on anecdotal evidence or personal opinions. This will be documented with the help of documents that allow each student to identify key educational problems and offer suggestions for how these problems might be addressed by scholars working in the fields of Curriculum Studies; Educational Psychology; Literacy, Language, and Culture; Math and Science Education; Policy Studies; and Special Education. To craft this well, it is important to listen to the ideas of class members working in varied fields as well as to think deeply about a personally selected field of study.

Draft a research problem statement that includes a preferred practical and/or disciplinary context, epistemological stance, theoretical perspective, methodological commitments (design) and at least one research method might be use to address the problem. (50% of the final grade). As a midterm, students will turn in the first draft of a problem statement and use feedback from that as well as other course conversations to draft a revision for the final exam. A more detailed grading rubric will be distributed before the midterm, but the problem statement can reflect personal research interests or a fictitious "thought problem". Students who would like to imagine a dissertation project should be aware that their interests may change many times over the course of a doctoral program—and beyond. Nevertheless, any strong problem statement should consist of a coherent, critical, and properly formatted essay grounded in a clearly defined problem, a statement of its importance, and detailed references that can illuminate the scope of such research. When considering the significance of the problem, it is important to articulate the professional context for this work, its epistemological value, and any relevant political and ethical concerns associated with this work.

Final Grades

Final course grades are calculated using criterion-referenced standards. This means that students' performance is compared to program expectations and is not determined by comparing an individual's performance with that of classmates. Students who wish to ***work toward an "A"*** in the course should integrate the concepts from the assigned readings, their own independent reading, and goals in their program of study. Their problem statement should demonstrate how they plan to use course material as they proceed through the doctoral program. If students create a fictitious problem for the midterm and final paper, they can still demonstrate how their problem is grounded in evidence and holds practical value to their field of study. Outstanding work generally enhances a student's curriculum vitae and writing quality should aim to align with the standards found in published outlets.

Grades of "B" will include participation in all class activities, yet an intermediate step in the process of formulating and justifying a research question. Students earning this grade may also be unable to align the course materials with their field of study well enough to repeat the question formation and justification process as they progress through the program.

A **passing grade of "C"** is possible if students turn in the midterm and final project, but do not consistently complete agreed upon class discussions and written preparation assignments. Similar grades are earned when students' do not meet basic proficiency standards when completing assignments. (In doctoral programs, core courses of this nature, where students earn grades lower than a "B" are often retaken until students are able to perform with a high degree of proficiency.)

Honor Codes

UIC's *Honor Code* as well as the ethical standards of the *American Educational Research Association*, *American Psychological Association*, and *Society for Research in Child Development* governs all work in this and all other courses offered in the College of Education. Students are responsible for becoming familiar with these codes and standards which are available online. Especially important for this course, students should pay attention to the proper use and citations of others' work, and avoid plagiarism.

ADA Compliance

UIC strives to ensure the accessibility of programs, classes, and services to students with disabilities. Reasonable accommodations can be arranged for students with various types of disabilities, such as documented learning disabilities, vision or hearing impairments, and emotional or physical disabilities. If you need accommodations for this class, be sure to register with the Office of Disability Services, 1190 SSB, 413-2183, and let your instructor know your needs.

Calendar and Course Overview

Date	Agenda
June 17 th	<p style="text-align: center;">Disciplinary Contexts I</p> <p><u>What is educational research?</u> Define academic, public, and evaluative contexts for research as well as subjectivity, objectivity, and disciplined inquiry in qualitative and quantitative research. Distinguish ontology, epistemology, theoretical perspectives (paradigms), design or methodology, and methods as features of critical interpretation.</p> <p style="text-align: right;"><i><u>Activity: Articulating assumptions</u></i></p>
June 19 th	<p style="text-align: center;">Disciplinary Contexts II</p> <p>Purposes of educational research Comparisons of research interests among members from various doctoral programs and ways of knowing as well as definitions of knowledge</p> <p style="text-align: right;"><i><u>Conversation starters</u></i> <i><u>Activity: Defining terms</u></i></p>
June 24 th	<p style="text-align: center;"><u>Epistemological Contexts I</u> <u>Epistemological Contexts II</u></p> <p>What does it mean to know and experience? Distinguish epistemologies (ways of knowing) and their value to individuals and society.</p> <p style="text-align: right;"><i><u>Conversation starters</u></i> <i><u>Activity: Problem formation</u></i></p>
June 26 th	<p style="text-align: center;"><u>Philosophical Contexts I</u></p> <p>Philosophies of educational research Comparing various philosophical stances and the role of truth in each. One paradigm or many? Characteristics of a sound philosophical stance and relations between philosophical assumptions and paradigms.</p> <p style="text-align: right;"><i><u>Conversation starters</u></i> <i><u>Activity: Situating a research problem</u></i></p>
July 1 st	<p style="text-align: center;"><u>Philosophical Contexts II</u></p> <p>Paradigms and traditions of educational research Identify program specific paradigms and traditions and evaluate their strengths and limitations</p> <p style="text-align: right;"><i><u>Conversation starters</u></i> <i><u>Activity: Crafting a research lens</u></i></p>
July 3 rd	<p style="text-align: center;"><u>Theoretical Contexts I</u></p> <p>Is educational research scientific? Distinguish scientific methodologies/design and the role of empirical evidence and causality in scientific research (e.g., experimental, quasi-experimental, and survey methods)</p> <p><u>Writing guide</u></p> <p style="text-align: right;"><i><u>Conversation starters</u></i> <i><u>Activity: Problem justification</u></i></p>

Date	Agenda
July 8 th	<p style="text-align: center;"><u>Theoretical Contexts II</u></p> <p>Interpretive and critical research traditions Distinguish interpretive frames and forms of critical research (e.g., ethnography, anthropological lenses, feminism, critical race theory)</p> <p style="text-align: right;"><i><u>Activity: Positing a scientific question</u></i> <i><u>(First problem statement due)</u></i></p>
July 10 th	<p style="text-align: center;"><u>Ethical Contexts I</u></p> <p style="text-align: center;">What does it mean to ethically conduct research?</p> <p>Compare universalistic, particularistic, and relativistic ethical stances with arguments about the nature of research. Contrast the evaluation of theory from a scientific lens with the value of narrative inquiry as a form of scholarship</p> <p style="text-align: right;"><i><u>Conversation starters</u></i> <i><u>Activity: Considering an alternative tradition</u></i></p>
July 15 th	<p style="text-align: center;"><u>Ethical Contexts II</u></p> <p style="text-align: center;">Respecting the subjects and objects of educational research</p> <p>Introduction to the need for the Human Subjects Protection Program and what it means to respect place</p> <p style="text-align: right;"><i><u>Conversation starters</u></i> <i><u>Activity: Defining moral and ethical dimensions</u></i> <i><u>Sample dilemmas involving students</u></i></p>
July 17 th	<p style="text-align: center;"><u>Political Contexts I</u></p> <p>Educational research as a historical, civic, and civil enterprise</p> <p>Explore the role of time in educational research as well as concepts of social value (e.g., local, national, global)</p> <p style="text-align: right;"><i><u>Conversation starters</u></i> <i><u>Activity: Considering the role of change</u></i></p>
July 22 nd	<p style="text-align: center;"><u>Political Contexts II</u></p> <p>How does practicality align with action?</p> <p>Define a clear, researchable problem & justify its significance by articulating a philosophical, epistemological, theoretical, and methodological stance, and at least one sample method for exploring the problem.</p> <p style="text-align: right;"><i><u>Conversation starters</u></i> <i><u>Activity: Discerning the meaning of KISS</u></i></p>
July 24 th	<p style="text-align: center;">Methodological Contexts I& II</p> <p>The problem of research design: From disquietude to focused inquiry</p> <p>Distinguish methodology/design and methods (e.g., discreet methods—interview, observation, video vs. clusters of methods—case study, ethnography, action research)</p> <p style="text-align: right;"><i><u>Conversation starters</u></i> <i><u>Activity: Articulating next steps</u></i></p>
July 28 th	<p style="text-align: center;"><i><u>(Final problem statement due)</u></i></p>

Assigned Readings

Class 1: What is educational research? (Choose at least one)

- Ball, D. L., & Forzani, F. M. (2007). What makes educational research educational? *Educational Researcher*, 36, 529-540. doi: 10.3102/0013189X07312896
- Hostetler, K. (2005). What is "good" education research? *Educational Researcher*, 34, 16-21. doi: 10.3102/0013189X034006016
- Pring, R (2004). *Philosophy of educational research* (2nd ed.). New York: Continuum. (Chapters 1-2)
- Shils, E. (1983). *The academic ethic: The report of a study group of the international council on the future of the university*. Chicago, IL: University of Chicago Press.
- Thorkildsen, T. A. (2005). The role of measurement in research. In T. A. Thorkildsen, *Fundamentals of measurement in applied research* (pp. 1-26). Boston, MA: Allyn & Bacon.

Getting organized (optional)

Becoming Part of a Research Community

http://heibeck.freeshell.org/Grad_Advice/how2b/how.2b.community.html

Smylie, M. (2003, Fall). Aphorisms for life as a budding academic researcher. *UCEA Review*, 16.

Class 2: Purposes of educational research (Choose at least one)

- Berliner, D. C., Resnick, L. B., Cuban, L., Cole, N., Pophan, W. J., & Goodlad, J. I. (1997). "The vision thing": Educational research and AERA in the 21st century. Part 2: Competing visions for enhancing the impact of educational research. *Educational Researcher*, 26, 12-18, 27.
- Brophy, J. (2008). Developing students' appreciation for what is taught in school. *Educational Psychologist*, 43, 132-141. doi: 10.1080/00461520701756511
- Cohen, D. K., & Barnes, C. A. (1999). Research and the purposes of education. In E. C. Lagemann & L. S. Shulman (Eds.), *Issues in educational research: Problems and possibilities* (pp.17-41) San Francisco, CA: Jossey-Bass.
- Cooley, W. W., Gage, N. L., & Scriven, M. (1997). "The vision thing": Educational research and AERA in the 21st Century. Part 1: Competing visions of what educational researchers should do. *Educational Researcher*, 26, 18-21.
- Keeves, J. P. (1997). Introduction: Towards a unified view of educational research. In J. P. Keeves (Ed.), *Educational research, methodology, and measurement: An international handbook* (pp. 1-7). Oxford, UK: Pergamon.
- Meier, D. W. (1999). Needed: Thoughtful research for thoughtful schools. In E. C. Lagemann & L. S. Shulman (Eds.), *Issues in educational research: Problems and possibilities* (pp.63-82) San Francisco, CA: Jossey-Bass.
- Milner, R. H. IV (2007). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. *Educational Researcher*, 36, 388-400. doi: 10.3102/0013189X07309471
- Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. H., Thompson, B., & Harris, K. R. (2005). Research in special education: Scientific methods and evidence-based practices. *Exceptional Children*, 71, 137-148.
- Shulman, L. S., Professing educational scholarship. In E. C. Lagemann & L. S. Shulman (Eds.), *Issues in educational research: Problems and possibilities* (pp.159-165) San Francisco, CA: Jossey-Bass.

Getting organized (optional)

- Brooks, D. (2011, August 18). The question-driven life. *New York Times*. (Published August 19th 2011 on p. A23 of the New York Edition)
- Gerbner, G. (1995, November 28). The problem is the problem. *Research it Now Weblog*
<http://researchitnow.wordpress.com/the-problem-is-the-problem/>
- Golde, C. M. (2007). Signature pedagogies in doctoral education: Are they adaptable for the preparation of education researchers? *Educational Researcher*, 36, 344-351. doi: 10.3102/0013189X07308301

Class 3: What does it mean to know and experience? (Choose at least one)

- Berliner, D. C. (1987). Knowledge is power: A talk to teachers about a revolution in the teaching profession. In D. Berliner, & B. V. Rosenshine (Eds.), *Talks to teachers: A festschrift for N. L. Gage* (pp. 3-33). New York: Random House.
- Cooley, A. (2007). Epistemology, science, and the politics of educational research. *Teachers College Record*, ID#14862.
- Kelly, G. J. (2006). Epistemology and educational research. In J. L. Green, G. Camilli, & P. B. Elmore (Eds.) *Handbook of complementary methods in educational research* (pp. 33-55). Mahwah, NJ: Erlbaum.
- Noddings, N. (1995). Epistemology and education. In N. Noddings, *Philosophy of education* (pp. 98-120). Boulder, CO: Westview Press.
- Shattuck, R., Wilson, J. Q., Haack, S., & Wilson, E. O. (1998). Reflections on the utility of knowledge. *Academic Questions, Summer*, 56-71.
- Siegel, H. (2006). Epistemological diversity and education research: Much ado about nothing much? *Educational Researcher*, 35, 3-12. doi: 10.3102/0013189X035002003
- Walker, J. C., & Evers, C. W., (1997). Research in education: Epistemological issues. In J. P. Keeves (Ed.), *Educational research, methodology, and measurement: An international handbook* (pp. 22-31). Oxford, UK: Pergamon.

Getting organized (optional)

- Anderson, G. L. (2002). Reflecting on research for doctoral students in education. *Educational Researcher*, 31, 22-25. doi: 10.3102/0013189X031007022
- Metz, M. H., & Page, R. N. (2002). The uses of practitioner research and status issues in educational research: Reply to Gary Anderson. *Educational Researcher*, 31, 26-27. doi: 10.3102/0013189X031007026
- Labaree, D. F. (2003). The peculiar problems of preparing educational researchers. *Educational Researcher*, 32, 13-22. doi: 10.3102/0013189X032004013
- Schulman, L. S., Golde, C. M., Conklin Bueschel, A., & Garabedian, K. J. (2006). Reclaiming education's doctorates: A critique and a proposal. *Educational Researcher*, 35, 25-32.

Class 4: Philosophies of educational research (Choose at least one)

- Bredo, E. (2006). Philosophies of educational research. In J. L. Green, G. Camilli, & P. B. Elmore (Eds.) *Handbook of complementary methods in educational research* (pp. 3-31). Mahwah, NJ: Erlbaum.
- Brice Heath, S. (1999). Discipline and disciplines in education research: Elusive goals? In E. C. Lagemann & L. S. Shulman (Eds.), *Issues in educational research: Problems and possibilities* (pp. 203-223) San Francisco, CA: Jossey-Bass.
- Pring, R (2004). *Philosophy of educational research* (2nd ed.). New York: Continuum.
- Noddings, N. (1995). Feminism, philosophy, and education. In N. Noddings, *Philosophy of education* (pp. 179-197). Boulder, CO: Westview Press.

Getting organized (optional)

- Schoenfeld, A. H. (1999). The core, the cannon, and the development of research skills: Issues in the preparation of educational researchers. In E. C. Lagemann & L. S. Shulman (Eds.), *Issues in educational research: Problems and possibilities* (pp.166-202). San Francisco, CA: Jossey-Bass.
- Walker, V. S. (1999). Culture and commitment: Challenges for the future training of educational researchers. In E. C. Lagemann & L. S. Shulman (Eds.), *Issues in educational research: Problems and possibilities* (pp. 224-244). San Francisco, CA: Jossey-Bass.

Class 5: Does education involve one paradigm or many? (Choose at least one)

- Cherryholmes, C. H. (1988). Construct validity and the discourses of research. *American Journal of Education*, 96, 421-457.
- Crotty, M. (1998). *Foundations of social research: A conceptually oriented book*. Thousand Oaks: Sage Publications.
- Getzels, J. W. (1978). Paradigm and practice: On the impact of basic research in education. In P. Suppes (Ed.), *Impact of research on education: Some case studies* (pp. 477-521). Washington, DC: National Academy of Education.
- Moss, P. A., Phillips, D. C., Erickson, F. D., Floden, R. E., Lather, P. A., & Schneider, B. L. (2009). Learning from our differences: A dialogue across perspectives on quality in education research. *Educational Researcher*, 38, 501-517. doi: 10.3102/0013189X09348351
- Schulman, L. S. (1997). Disciplines of inquiry in education: A new overview. In R. M. Jaeger (Ed.), *Complementary methods for research in education* (pp. 3-31). Washington, DC: American Educational Research Association.
- Welner, K. G., & Molnar, A. (2007, February 28). Truthiness in education. *Education Week*, 26, 32, 44.

A debate

- Slavin, R. E. (2002). Evidence-based education policies: transforming educational practice and research. *Educational Researcher*, 31, 15-21. doi: 10.3102/0013189X031007015
- Olson, D. R. (2004). The triumph of hope over experience in the search for “what works”: A response to Slavin. *Educational Researcher*, 33, 24-26. doi: 10.3102/0013189X033001024
- Slavin, R. E. (2004). Education research can and must address “what works” questions. *Educational Researcher*, 33, 27-28. doi: 10.3102/0013189X033001027

Class 6: Paradigms and traditions of educational research (Choose at least one)

- Brantlinger, E., Jimenez, R., Klinger, J., Pugach, M., & Richardson, V. (2005). Qualitative studies in special education. *Exceptional Children*, 71, 195-207.
- Bredo, E., & Feinberg, W. (1982). The critical approach to social and educational research. In E. Bredo, & W. Feinberg (Eds.), *Knowledge and values in social and educational research* (pp. 271-291). Philadelphia, PA: Temple University Press.
- Bredo, E., & Feinberg, W. (1982). The interpretive approach to social and educational research. In E. Bredo, & W. Feinberg (Eds.), *Knowledge and values in social and educational research* (pp. 115-128). Philadelphia, PA: Temple University Press.
- Bredo, E., & Feinberg, W. (1982). The positivistic approach to social and educational research. In E. Bredo, & W. Feinberg (Eds.), *Knowledge and values in social and educational research* (pp. 13-27). Philadelphia, PA: Temple University Press.

- Eisenhart, M. (2006). Representing qualitative data. In J. L. Green, C. Camilli, & P. B. Elmore (Ed.), *Handbook of complementary methods in education research* (pp. 567-581). Mahwah, NJ: Erlbaum Associates.
- Husén, T. (1997). Research paradigms in education. In J. P. Keeves (Ed.), *Educational research, methodology, and measurement: An international handbook* (pp. 16-21). Oxford, UK: Pergamon.

A debate

- Coulter, C. A., & Smith, M. L. (2009). The construction zone: Literary elements in narrative research. *Educational Researcher*, 38, 577-590. doi: 10.3102/0013189X09353787
- Barone, T. (2009). Comments on Coulter and Smith: Narrative researchers as witness of injustice and agents of social change? *Educational Researcher*, 38, 591-597. doi: 10.3102/0013189X09353203
- Clandinin, D. J., & Murphy, M. S. (2009). Relational ontological commitments in narrative research. *Educational Researcher*, 38, 598-602. doi: 10.3102/0013189X09353940
- Smith, M. W. (2009). The issue of authorial surplus in narrative research. *Educational Researcher*, 38, 603-607. doi: 10.3102/0013189X09353788
- Coulter, C. A. (2009). Response to comments: Finding the narrative in narrative research. *Educational Researcher*, 38, 608-611. doi: 10.3102/0013189X09354124

Class 7: Is educational research scientific? (Choose at least one)

- American Educational Research Association (2008, July). *Definition of scientifically based research*. Washington, DC: AERA.
- diSessa, A. A., & Cobb, P. (2004). Ontological innovation and the role of theory in design experiments. *Journal of Learning Sciences*, 13, 77-103.
- Feast, L., & Melles, G. (2010, June/July). *Epistemological positions in design research: A brief review of the literature*. Paper presented at the 2nd International Conference on Design Education, Sydney Australia.
- Gage, N. L. (1994). The scientific status of research on teaching. *Educational Theory*, 44, 371-383.
- Green, M. (1989). Theories as windows for looking to see. In M. Green, *Theories of human development: A comparative approach* (pp. 1-12). Englewood Cliffs, NJ: Prentice Hall.
- Green, M. (1989). Evaluating theories: Developmental adequacy and scientific worthiness. In M. Green, *Theories of human development: A comparative approach* (pp. 13-23). Englewood Cliffs, NJ: Prentice Hall.
- Kuhn, T. S. (1962). *The structure of scientific revolutions* (3rd ed.). Chicago: University of Chicago Press.
- National Research Council (2005). *Advancing scientific research in education*. Washington, DC: National Academies Press.
- Newman, D. (2004). Can scientific research from the laboratory be of any use to teachers? *Theory into Practice*, 43, 260-267
- Shavelson, R. J., & Towne, L. (Eds.). (2002). *Scientific research in education: Executive summary*. Washington, DC: National Research Council.
- Triandis, H. C., & Marín, G. (1983). Etic plus emic versus pseudoetic: A test of basic assumptions of contemporary cross-cultural psychology. *Journal of Cross-Cultural Psychology*, 14, 489-500.
- Winch, P. (1982). The idea of a social science. In E. Bredo, & W. Feinberg (Eds.), *Knowledge and values in social and educational research* (pp. 137-152). Philadelphia, PA: Temple University Press.

A debate

- Schrag, F. (1992). In defense of positivist research paradigms. *Educational Researcher*, 21, 5-8.
- Eisner, E. W. (1992). Are all causal claims positivistic? A reply to Francis Schrag. *Educational Researcher*, 21, 8-9.
- Erickson, F. (1992). Why the clinical trial doesn't work as a metaphor for educational research: A response to Schrag. *Educational Researcher*, 21, 9-11.
- Popkewitz, T. S. (1992). Cartesian anxiety, linguistic communism, and reading texts. *Educational Researcher*, 21, 11-15
- Schrag, F. (1992). Is there light at the end of this tunnel? *Educational Researcher*, 21, 16-17.

Another debate

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