

FOUNDATIONS OF INQUIRY

Fall Semester 2000, Central Kentucky Cohort 2 (CKC 2)

EDA 651-201
Tues 5:30-8:00 p.m.
Tates Creek High School
FAX: 859/257-1015
Office Hours: W & Th: 10-12; by appt., before/after class

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COURSE DESCRIPTION AND GENERAL EXPECTATIONS:

This course provides an overview of the basic issues and general procedures involved in conducting and evaluating various forms of systematic inquiry in education and educational administration. It focuses upon the major traditions in educational research, the epistemological paradigms upon which they are based, and their major methods, designs, and techniques. This course provides the foundation for the systematic inquiry and research strand of the educational administration and school leadership doctoral program. As such, it includes concepts, perspectives, and vocabulary which you will need and use throughout your doctoral study and hopefully well beyond completion of your degree program as well.

By the end of the semester, you will be expected to be conversant with the major traditions of systematic inquiry in education and their supporting paradigms as well as with their strengths, limitations, and relative applicability in the investigation of various educational issues. In addition, you will be expected to:

- a) use the vocabulary of systematic inquiry and research correctly;
- b) discuss the basic values supporting the major paradigms and epistemologies of inquiry in an informed fashion;
- c) select and defend the appropriateness of research traditions, methods, and designs for given topics of inquiry;
- d) critique and evaluate the research of others; and
- e) discuss intelligently the basic issues and concerns involved in conducting high quality, rigorous, and meaningful systematic inquiry in the field of educational administration and leadership.

REQUIRED COURSE READING:

Two texts are required for this course, and they can be purchased through Kennedy's Bookstore:

McMillan, J.H. & Schumacher, S. (2000). Research in Education: A Conceptual Introduction, 5th edition. New York: Longman. (5th edition only)

American Psychological Association. (1994). *Publication Manual*, 4th edition, Washington, D.C.: APA.

Two other texts are **STRONGLY** recommended and can be purchased through most bookstores:

Rosen, L. J. & Behrens, L. (2000). The Allyn & Bacon Handbook, 4th edition. Boston: Allyn & Bacon.

Strunk, W. & White, E.B. (1999). The Elements of Style, 4th edition, New York: McMillan.

The Tentative Course Schedule below lists reading assignments from the basic course textbook and assigned readings, and additional reading may be assigned periodically throughout the semester. I expect you to have read **all** the assigned material for each class session **before** the class meets, and the readings will be discussed in class as deemed necessary or appropriate. Any additional readings will be distributed prior to the class session for which they are assigned.

As the semester progresses, you will be provided with various other materials pertaining to the course. These include, but are not limited to, this course syllabus, course assignment guidelines, explanatory handouts, and the like. All such materials are considered required reading, and you are responsible for mastering the substantive course-related content in all of it.

In addition to the common readings required of all students, each student may be required to do additional reading pertinent to the course assignments. It is the student's responsibility to locate and procure this material, but I will attempt to assist you to the greatest extent possible.

TENTATIVE COURSE SCHEDULE:

<u>CLASS SESSIONS:</u>	<u>READING:</u>	<u>ASSIGNMENTS:</u>	<u>WRITING:</u>
<u>OVERVIEW OF THE TOPIC:</u>	<u>CHAPTERS 1 - 5</u>		
08/ 29: Introduction			
09/ 05: Basic Paradigms & Processes	esp. Chapters 1 & 2		-----
09/12: Role of Theory and the Literature	esp. Chapter 4 & Bridges		1st Review Due J. Sassenrath, et al
09/ 19: Problem Identification & Definition	esp. Chapter 3		-----
<u>SCIENTIFIC TRADITION & POSITIVISTIC PARADIGM:</u>	<u>CHAPTERS 6 - 11</u> <u>Tatsuoka & Silver</u>		
09/26: Overview and Basic Characteristics	esp. Chapters 6 & 7		2nd Review Due R. Wall & J. Rinehart
10/03: Popular Data Collection Methods	esp. Chapters 8, 9 & Campbell & Stanley		-----
10/10: Issues of Design	esp. Chapters 9, 10 & Campbell & Stanley		3rd Review Due J.Rinehart, P.Short, et al.
10/17: Issues of Analysis	esp. Chapters 6 & 11		-----
<u>NATURALISTIC TRADITION & PHENOMENOLOGICAL PARADIGM:</u>	<u>CHAPTERS 12 - 14</u> <u>Everhart</u>		
10/24: Overview and Basic Characteristics	esp. Chapter 12		4th Review Due R.F. Schorr
10/31: Issues of Design and Data Collection	esp. Chapters 12 & 13		-----

TENTATIVE COURSE SCHEDULE, con't.:

<u>CLASS SESSIONS:</u>	<u>READING:</u>	<u>ASSIGNMENTS:</u>	<u>WRITING:</u>
<u>PHENOMENOLOGICAL PARADIGM & NATURALISTIC TRADITION</u> , CONT.	<u>CHAPTERS 12 - 14</u>		
11/07: Nat'l Elections = UK holiday	Catch up; Review; Get Ahead		[VOTE!!]
11/14: Issues of Analysis	esp. Chapters 13 & 14		5th Review Due C. Evans & D. Eder/ C. Shakeshaft, et al.
11/21: Individual study session	Catch up; Review; Get Ahead		-----
11/28: <u>OTHER FORMS OF INQUIRY</u>	<u>CHAPTERS 15, 16 & Lather</u>		6th Review Due E.V.S. Walker/J. Blount
12/05: <u>POLICY, ETHICAL & LEGAL ISSUES IN ACADEMIC INQUIRY</u>	<u>REVIEW 195-200; 415-422</u>		7th Review Due Individual Choice
12/12: <u>IN-CLASS FINAL EXAMINATION</u>	--- EVERYTHING ---		--- EVERYTHING ---

BASIC COURSE POLICIES:

University of Kentucky academic policies as articulated in the *Student Rights and Responsibilities Booklet* (Part II, effective November 1991) apply in this course. Of particular importance are the policies concerning attendance (see: pp. 58-60); cheating and plagiarism, (pp. 36-45); course withdrawal, (pp. 53-54); "Incomplete" grades, (pp. 50-51); and acceptable standards of English usage (p. 60). In addition, the following policies also apply:

Collaboration and Cooperative Learning: This is a doctoral seminar, and as such I expect and encourage students to assist one another in various forms of collaboration and cooperative learning. Any in-class writing exercises, including but not limited to the Final Examination, represent the only exceptions to this policy. Each student will be graded upon her/his individual work, but that work can be substantively improved with review, critique, and other forms of assistance from other students. Being a member of a cohort offers tremendous advantages for doctoral students, and I encourage you to use this course as one means of developing good working relationships with one another.

Attendance: The content of class sessions is supplementary to that presented in the required readings and other course materials. Thus, regular attendance is assumed to be essential. The decision to not attend any regularly scheduled class session is that of the student. I would appreciate the professional courtesy of being notified about a potential or confirmed absence before the session to be missed.

Tardiness: Each class session of this course will begin promptly at the regularly scheduled time assuming I am not late. Students are expected to be in attendance when each session begins.

Class Material and Related Information: Students are responsible for all material distributed and/or discussed during all regularly scheduled class sessions, and I advise you to obtain anything missed due to absence or tardiness.

Due Dates for Course Assignments: Submission dates for course assignments will be discussed in class and will be determined in concert with class participants. A written schedule will then be distributed. Should you need to be absent from class when an assignment is due, you are responsible for getting the assignment to me. You may either fax it or mail it. Because one purpose of the out-of-class assignments is to provide students with feedback, I suggest you use the most rapid delivery mode possible.

Late Submission of Course Assignments: I retain absolute discretion concerning the acceptance of required assignments after the announced due date. Letting me know of a problem prior to the due date if at all possible and having a reasonable explanation for the delayed submission will help.

Out-of-Class Communication and Class Cancellation: Because this is a course in the University's Distance Learning Program particular attention must be paid to communication among students and between the students and the instructor. The front page of this syllabus provides my mail address, e mail address, telephone number, and fax number, as well as some times during which I will be routinely available to students in this course. The intent of providing this information is that students will use it! Please do not hesitate to contact me if you have questions or problems or if you would just like to discuss this course or other aspects of your doctoral program. My direct office telephone (number provided) is equipped with "voice mail" so you may leave a message if I'm not available when you call. **If** you leave a number, I will return your call just as soon as possible.

If a class session must be canceled due to bad weather or an emergency, I will make every effort possible to contact students in sufficient time to avoid an unnecessary trip to class. A "telephone tree" will be developed during the second or third class session to facilitate all course participants being informed of a class cancellation or other important, course-related information in the most timely fashion possible. All students are expected to fulfill any assigned communication responsibilities.

COURSE GRADING CRITERIA AND PRACTICES:

Student performance in this course will be evaluated according to the following criteria:

- * Command of the concepts, issues, and information discussed in class and the assigned readings;
- * Maturity, depth, and sophistication of thought, including the abilities to analyze, synthesize, apply, and extrapolate from, course content;
- * Clarity and completeness of expression, including precision and accuracy of language usage and correctness of grammar, punctuation, and spelling in written work; and
- * Willingness to participate in --as well as the quality and thoughtfulness of contributions to-- class discussions.

Given the purpose of the course and the nature of its content, I intend the out-of-class assignments to be developmental learning experiences. Thus, I will take progress in the development of student

command of the material and improvement in student performance as evidenced by written work into consideration in the determination of the final course grade.

WRITTEN ASSIGNMENTS:

OUT-OF-CLASS ASSIGNMENTS:

The primary out-of-class assignment is a series of written, critical analyses of published empirical research. The details of these analyses will be provided in class and written guidelines will be distributed. Other out-of-class assignments may be made during the course of the semester, and if so, students will be given ample time and assistance to complete them successfully.

Unless otherwise indicated in class, all out-of-class assignments should be typed and include your name, assignment title, and work due date (and submission date, if different). Format, presentation, and citations of material must follow APA style.

IN-CLASS ASSIGNMENTS:

Regular Class Sessions: As noted above, students are expected to have read **and** thought about all assigned readings for each class session **before** the class meets. This assignment provides the basis for useful and meaningful class discussions. In addition, there will most likely be some small group work. There may be written tasks (e.g., short quizzes) undertaken during regular class sessions, and students are required to participate in and contribute substantively to all of these.

Final Examination: The semester's last class session will be devoted to a written, in-class final examination. This examination will be comprehensive and cover the major content of the course. This will be a closed-book examination, and it will provide you with the opportunity to demonstrate both your mastery of the course content and your ability to extrapolate from and apply that content.

Determination of final course grades will be based upon the following *:

Critical Analyses	= 45%
Class Participation	= 10%
Final Examination	= 45%

* = If other assignments are made during the semester, this distribution will be altered accordingly.

ADDITIONAL READING

Foundations of Inquiry
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Susan J. Scollay
Fall 2000

- Blount, J.M. (2000). Spinsters, bachelors, and other gender transgressors in school employment, 1850-1990. Review of Educational Research, 70:1, 83-101.
- Bridges, E.M. (1982). Research on the school administrator: The state of the art, 1967 - 1980. Educational Administration Quarterly, 18:3, 12-33.
- Campbell, D. & Stanley, J. (1963). Experimental and quasi-experimental designs for research. Chicago: Rand McNally College Publishing Company. 1-6 and 34-37.
- Dillard, C.B. (1995). Leading with her life: An African-American feminist (re)interpretation of leadership for an urban high school principal. Educational Administration Quarterly, 31:4, 539-564.
- Evans, C & Eder, D. (1993, July). "No exit": Processes of social isolation in the middle school. Journal of Contemporary Ethnography, 22:2, 139-170.
- Everhart, R. (1988). Fieldwork methodology in educational administration. In N. Boyan, ed. Handbook of research on educational administration. (pp. 703-737). New York: Longman.
- Fine, M. (1987). Silencing in public schools, Language Arts, 64:2, 157-174.
- Hallinger, P & Heck, R. (1996). Reassessing the principal's role in school effectiveness: A review of the empirical research, 1980-1995, Educational Administration Quarterly, 32:1, 5-44.
- Hammons-Bryner, S. (1995). "No crystal stair": Rural women's collegiate enrollment and persistence. International Journal of Qualitative Studies in Education, 8:2, 121-136.
- Hemming, A. (1996). Conflicting images? Being Black and a model high school student. Anthropology & Education Quarterly, 27:1, 20-50.
- Lather, P. (1992). Critical frames in educational research: Feminist and post-structural perspectives. Theory into Practice, 31:2, 87-99.
- Palmieri, P.A. (1983). Here was fellowship: A social portrait of academic women at Wellesley College, 1895-1920. History of Education Quarterly, 23:2, 195-214.
- Riehl, C.J. (2000). The principal's role in creating inclusive schools for diverse students: A review of the normative, empirical, and critical literature on the practice of educational administration. Review of Educational Research, 70:1, 55-81.
- Rinehart, J., Short, P.M., Short, R.J., & Eckley, M. (1998). Teacher empowerment and principal leadership: Understanding the influence process. Educational Administration Quarterly, 34:Supplemental, 630-649.
- Sassenrath, J., Croce, M. & Penaloza, P. (1984). Private and public school students: Longitudinal achievement differences? American Educational Research Journal, 21:3, 557-563.

- Schorr, R.F. (1990). "Peter? He comes and goes...": First graders' perspectives on a part-time mainstream student. Journal of the Association for Persons with Severe Disabilities, 15:4, 231-240.
- Shakeshaft, C., et al. (1994). Conceptions of community: peer harassment and the culture of caring in the schools. Paper presented at the annual meeting of the University Council of Educational Administration, Louisville, KY.
- Tatsuoka, M. & Silver, P. (1988). Quantitative research methods in educational research. In N. Boyan, ed., Handbook of research on educational administration. (pp. 677-701). New York: Longman.
- Walker, E.V.S. (1993). Caswell County Training School, 1933-1969: Relationships between community and school. Harvard Educational Review, 63:2, 161-182.
- Wall, R. & Rinehart, J. S. (1998). School-based decision making and the empowerment of secondary school teachers, Journal of School Leadership, 8, 49-64.