Faculty of Education
The University of Western Ontario
Graduate Course Outline

Ph.D. Seminar 9715-001
Fridays, 9:30 a.m. - 12:30 p.m.
Room FEB 2011
Class begins: September 12, 2014
Class Ends: April 10, 2015

Instructors:

<table>
<thead>
<tr>
<th>Instructors</th>
<th>Emails</th>
<th>Office Phone</th>
<th>Office Location</th>
<th>Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marianne Larsen</td>
<td><a href="mailto:mlarsen@uwo.ca">mlarsen@uwo.ca</a></td>
<td>80159</td>
<td>FEB 1024</td>
<td>By Appointment</td>
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<tr>
<td>Gus Riveros</td>
<td><a href="mailto:gus.riveros@uwo.ca">gus.riveros@uwo.ca</a></td>
<td>85205</td>
<td>FEB 1071</td>
<td>By Appointment</td>
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Calendar Description:
Using an inter-disciplinary approach, this seminar will provide doctoral students with a background in a variety of theoretical and methodological frameworks that are relevant to the practice of educational research. Topics presented will reflect students’ research backgrounds and interests. The seminar will emphasize the connections between theory and method, and will prepare students to develop methodological and theoretical frameworks for their own doctoral research. Seminar goals are to prepare students to become reflexive members of a scholarly community through focused, intellectual discussion and inquiry, as well as through the development of specific research knowledge and skills.

Aims, Goals, Objectives:
This course aims to provide students with:
- practical strategies to become successful educational researchers
- theoretical and methodological tools to design and carry out Ph.D. thesis research
- opportunities to think critically about the significance of educational theories and methods, and connections between them, and
- a welcoming forum to support one another as doctoral students.

Course Texts

Optional:

Sakai OWL platform login instructions and technical support information:
Your Western University login and password is required to access the course (your Western email without the @uwo.ca and its accompanying password). Access to Sakai OWL is found here: [http://owltoo.uwo.ca](http://owltoo.uwo.ca).

For help on Sakai or access contact the ITS Help Desk:
Support Services Building, Room 4100
Phone: 519-661-3800
Rubrics explaining the evaluation criteria for all assignments will be posted on SAKAI.

**Readings Presentation (10%) – Weeks 2-4; 9-11**
Select one of the readings from the course outline during weeks 2-4; 9-11 and prepare a 30 minutes presentation on the assigned date. The presentation will follow a seminar format in which presenters will prepare a one-page hand out summarizing the main points of the reading including some critical questions that would facilitate in-class discussion. You are encouraged to engage critically with the reading and to elaborate on the implications and connections of the reading with other topics and issues covered in the course.

**Qualitative Research Presentations (10%) – Week 8**
In pairs, students will choose one qualitative research strategy and prepare a 30 minute presentation for the class. The presentation will provide students with an overview of the research strategy and at least one hands-on example of how that strategy can be used to conduct an educational research study. A one-page summary of the research strategy is to be distributed in class and posted on SAKAI. See Denzin and Lincoln’s Handbook of Qualitative Research (Strategies of Inquiry and Methods of Collecting and Analyzing Data) for topic choices.

**Conference Poster (15%) – Week 13**
This assignment consists in the creation and presentation of a conference poster explaining a particular qualitative or mixed-methods methodological approach to investigate an issue in education. The guidelines for the poster and the assessment criteria will be discussed in class.

**Theory in Action: Mini Presentations – (10%) - Weeks 15-22**
From weeks 15-22, we will be teaching you about different theories that can be used to conduct educational research studies. The week after the formal ‘lecture’ on each theory, 1-2 students will present to the class an example of a research study that has used that particular theoretical approach. For example, in Week 14, 2 students will discuss a study that has drawn upon social reproduction theories using the concepts of social/cultural capital. The key is to explain HOW the theory has been used in practice, and the challenges and benefits of drawing upon that particular theoretical approach.

**Theory and Educational Research - Critical and Creative Response (10%) – Week 22**
Select one of the chapters from the Anyon book *Theory and educational research: Toward critical social explanation* and provide a creative and critical response to the chapter, addressing the connections between data and theory in the research inquiry process. You may choose any way to present your response (e.g. written, dramatic, visual, artistic) and how you will be evaluated for this assignment. You may do this individually or in pairs. Sign up sheets for each chapter will be circulated in class during weeks 15-16.

**Final Presentations (20%) – Weeks 23-24**
Each student will prepare a PowerPoint presentation or a PREZI of their final research paper. See details about your final paper below. Presentations will be approximately 30 minutes in length and include time for class discussion. Constructive feedback from the class and instructors should be incorporated into your final paper.

**Final Paper (25%) –Week 25**
The final paper will explore an educational issue that has particular relevance to your doctoral research. You are required to prepare a 10 page research proposal that reflects an integrated approach to theory and method. This assignment will give you the opportunity to demonstrate your understanding of research design, and how theory and method intersect as a way to study a specific educational research issue or problem. You will be expected to pose clear research question(s), to outline an appropriate research method(s) and theoretical framework(s) in your proposal, as well as explore the various implications of your methodological and theoretical choices. Note that this assignment is not the same as your formal proposal for your PhD thesis. However, receiving feedback from your peers (during the presentation) and course instructors will provide you with a solid foundation for completing your formal proposal, which is normally due the beginning of the third year of your study.
SUMMARY OF ASSIGNMENTS

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<tr>
<th>TITLE</th>
<th>WHO?</th>
<th>WEIGHT</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Readings Presentation</td>
<td>Individual</td>
<td>10%</td>
<td>Weeks 2-4; 9-11</td>
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<tr>
<td>Qualitative Research Presentations</td>
<td>Pairs</td>
<td>10%</td>
<td>Week 8</td>
</tr>
<tr>
<td>Conference Poster</td>
<td>Individual</td>
<td>15%</td>
<td>Week 13</td>
</tr>
<tr>
<td>Theory in Action Mini Presentation</td>
<td>Individual/Pair</td>
<td>10%</td>
<td>Weeks 15-22</td>
</tr>
<tr>
<td>Theory and Educational Research: Critical</td>
<td>Individual or Group</td>
<td>10%</td>
<td>Week 22</td>
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<td>and Creative Response</td>
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<tr>
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<td>Individual</td>
<td>20%</td>
<td>Weeks 23-24</td>
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<tr>
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<td>Individual</td>
<td>25%</td>
<td>Week 25</td>
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Topic Outline and Readings

Week 1- September 12th - Introduction and Overview of Course – ML and GR
Topics: Introductions; course overview; sharing master’s research studies; words of advice from upper year doctoral students
Guest Speakers: Former and current doctoral students will talk about their doctoral experiences.

Readings:


PART I. PHILOSOPHY AND EDUCATIONAL RESEARCH

Week 2 - September 19th – Introduction to the paradigms of social research (GR)
Topics: Paradigms in educational research

Readings:
CMM – Ch. 1 - The Context of Educational Research (pp. 3-30)


Week 3 – September 26th – Epistemology and Educational Research (GR)
Topics: The notion of paradigm and the sociology of educational research

Readings:
CMM – Ch. 2 – Critical Educational Research (pp. 31-47)


Week 4 – October 3rd - Validity and Generalizability (GR)
Topics: Validity and Generalizability in Educational Research

Readings:
CMM – Ch. 10 – Validity and Reliability (pp. 179-214)


**PART II. QUALITATIVE RESEARCH DESIGN AND METHODS**

**Week 5 - October 10th – Overview of Research Design (ML)**

*Topics:* Choosing a research project; overview of research design; developing research questions; overview of case study and ethnographic research

*Readings:* [Note: Read chapters 6-7 and the other chapters if they align with your own research interests)

CMM – Ch. 6 - Choosing a research project (pp. 105-114)
CMM – Ch. 7 - Planning educational research (pp. 115-142)
CMM – Ch. 11 – Naturalistic, Qualitative and Ethnographic Research (pp. 217-247)
CMM - Ch. 14 – Case Studies (pp. 289-302)

**Week 6- October 17th - Qualitative Research – Literature Review (ML)**

*Literature Searching and Review (Bob Sandieson – Guest speaker)*

*Readings:*


**Week 7 – Oct. 24th – Data Analysis - Introduction (ML)**

*Topics: Overview of Data Analysis; Coding and Presenting Data*

*Readings:*

CMM - Ch. 28 – Approaches to Qualitative Data Analysis (pp. 535-546)
CMM – Ch. 29 – Organizing and Presenting Qualitative Data (pp. 547-558)
CMM – Ch. 30 – Coding and Content Analysis (pp. 559-573)

**Week 8 – October 31 — Qualitative Research Methods – Student presentations**

**Week 9- November 7th – Qualitative Research (GR)**

*Topics: Issues in qualitative research*

*Readings:*


**Week 10 - November 14th – Qualitative Research (GR)**

*Topics: Action research and hermeneutics*

*Readings:*

Week 11 - November 21st – Qualitative Research (GR)

Topics: Phenomenology

Readings:

Week 12 - November 28th – Mixed Methods (ML)

Readings:
CMM – Ch. 1 (pp. 21-2) + 120, 162-63


Week 13 - January 9th - Poster Presentations (ML and GR)

PART III. EDUCATIONAL THEORIES

Week 14 – January 16th – Social Reproduction Theories (Social & Cultural Capital) (ML)

Readings:


Week 15 – January 23rd - Foucault and Discourse Theory (ML)
Mini Presentation: Social Reproduction Theory in Action

Readings:


Week 16 – January 30th – Critical Policy Sociology (ML)
Mini Presentation: Discourse Theory in Action

Readings:


Week 17 – February 6th - Spatial Theories in Educational Research (ML)
Mini Presentation: Critical Policy Sociology in Action

Readings:


Week 18 – February 13th – Socio-material Theories (GR)
(Guest speaker: Melody Viczko)
Mini Presentation: Spatial Theories in Action

Readings:


Week 19 – February 20th – Feminist Theories – (GR)
(Guest Speaker: Shelly Taylor)
Mini Presentation: Socio-material Theories in Action

Readings:

CMM Ch. 28 -Data Analysis (pp. 535-558)

Week 20 – February 27th – Indigenous Knowledges/Theories – (GR)
(Guest speaker: Brent Debassige)
Mini Presentation: Feminist Theories in Action

Readings:


Week 21 – March 6th – Critical realism– (GR)
Mini Presentation: Indigenous Theories in Action

Readings:


**Week 22 - March 13th - Making connections between theory and research design (GR)**

Mini Presentation: Critical Realism in Action

Students share their critical and creative responses to Anyon’s book:


**March 16-20th - MARCH BREAK**

**Week 23- April 3rd - Presentations (ML and GR)**

**Week 24 - April 10th - Presentations and Wrap-Up (ML and GR)**
ADDITIONAL PRACTICAL RESOURCES

Ph.D. Thesis Guide (UWO Faculty of Education)

Ethics in Research
- Ethics Review Website (Faculty of Education)
  - http://www.edu.uwo.ca/research/ethics.html
- Frequently Asked Questions (Faculty of Education)
  - http://www.edu.uwo.ca/research/faq.html
- Tri-Council Policy Statement:
  (Chapters 1 – 5, Chapter 9 – if planning to do research with First Nations groups, Chapter 10 – Qualitative Research)

Faculty-Student Mentorship

- Western School of Graduate and Postdoctoral Studies, Graduate Supervision Website:
  - http://grad.uwo.ca/current_students/graduate_supervision/index.htm


Grant Applications
- Grant Writing Tips:
  - http://www.edu.uwo.ca/research/grant-applications.html


Literature Searching and Review


Publishing in Scholarly Journals


Time Management
Writing an Abstract


Writing a CV
- The Student Success Centre, Western University (n.d.). Curriculum Vitae (CVs):

Writing a Book Review
- How to write book reviews
- The Book Review or Article Critique:
  - http://www.writing.utoronto.ca/advice/specific types of writing/book review

Writing Up Your Research

Writing with Style


Policy Statements:
Please see the “Policies” page of the Graduate Programs & Research website for further details on course and program policies: http://www.edu.uwo.ca/graduate/policies.html

Attendance: Students are expected to attend all classes. In the case of absence, instructors may assign additional course work. Normally, students who are absent from one-quarter or more of their classes will be assigned a grade of “F” (Fail). (Graduate Studies Subcommittee - December 3, 1999). As an example, most onsite half courses (with the exception of some Counselling Psychology classes) meet 12 times during a term, so students in these courses cannot miss more than two classes.

Language Proficiency: “Each student granted admission to Western must be proficient in spoken and written English. Students must demonstrate the ability to write clearly and correctly. Work presented in English in any subject at any level, which shows a lack of proficiency in English and is, therefore, unacceptable for academic credit, will either be failed or, at the discretion of the instructor, returned to the student for revision to a literate level. To foster competence in the use of the English language within their own discipline, all instructors will take proficiency in English into account in the assignment of grades.” A student who, after admission, shows an inadequate command of spoken or written English must improve his or her proficiency to the satisfaction of the graduate program or department. (http://www.uwo.ca/univsec/handbook/exam/english.pdf)

Evaluation: Graduate students must maintain at least a "B" average in their program. Although only numeric grades are assigned by instructors in the Faculty of Education, the following alpha grade ranges are provided for your information.

A = 80% and above
B = 70% - 79%
C = 60% - 69%
F = Fail - less than 60%

The following guidelines for assigning grades are in effect at the Faculty of Education.

A: Reserved for those students whose work is excellent. Their work will contain an element of originality, creativity, or thoroughness. It will be well organized and expressed, and will reflect a particularly clear command of techniques and principles, incisive judgements, sound critical evaluations, and so on.

B: Assigned for proof of good competent work. A "B" grade indicates that a student has mastered the course material and can manipulate it, can write clear prose, can demonstrate an ability to critically evaluate and synthesize material, and can apply the course material to relevant situations or problems.

C: Assigned because a student does not meet one or more of the above criteria. Even though the student may be conscientious, he or she has not demonstrated a mastery of the graduate work in the course. A lack of mastery may include any number of characteristics such as an inability to write clearly, to research a topic adequately, to synthesize material, or to make basic judgements about relevance, and so on.

F: Glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics. In general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

INC: (Incomplete) An INC may be granted for a course where the student has not been able to complete the assigned work in the normal timeline due to exceptional circumstances. Permission to carry an INC must be sought from the Chair, Graduate Education before the end of the term. The INC must be completed by the end of the following term or a grade of F (FAIL) will be assigned. According to SGPS policy, NO exceptions will be granted to this rule.

A numerical grade submitted for an INC grade, or an F grade resulting for an INC, is final. The School of Graduate and Postdoctoral Studies will not consider a subsequent revision of either such grade except on documented medical or compassionate grounds.

Instructors shall inform students, both in class and in the course outline, as to any policies and/or penalties concerning late submission of assignments.

IPR: (In Progress) assigned during preparation for Thesis or Directed Research Project or a half or full course which extends over two or more terms.

Statement on Academic Offences: Scholastic offences are taken seriously; a student guilty of a scholastic offence may be subject to the imposition of one or more penalties, ranging from reprimand to expulsion from the university, as well as criminal proceedings where appropriate. Students are strongly encouraged to review the appropriate policy document, and specifically, the definition of what constitutes a Scholastic Offence: Scholastic Discipline for Graduate Students.

Plagiarism: Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar [reproduced below]).

Plagiarism Checking: All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (http://www.turnitin.com).

The Academic Calendar states: Scholastic Offences include, but are not limited to, the following:

1. Plagiarism which may be defined as: ‘The act of appropriating the literary composition of another, or parts or passages of his writings, or the ideas or language of the same, and passing them off as the product of one’s own mind.’ Excerpted
from H. C. Black, Black's Law Dictionary, West Publishing Co., 1979, 5th Ed., p. 1035. This concept applies with equal force to all assignments including laboratory reports, diagrams, and computer projects.

8. Submitting for credit in any course or program of study, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:


A student guilty of a scholastic offence may be subject to the imposition of one or more penalties, ranging from reprimand to expulsion from the university.

**Accessibility:** The University of Western Ontario is committed to recognizing the dignity and independence of all students and seeks to ensure that persons with disabilities have genuine, open and unhindered access to academic services. Please contact me if you require course materials in an alternative format or if any other arrangements can make this course more accessible to you. You may also wish to contact the Faculty of Education Graduate Programs & Research Office at (519) 661-2099 and/or Services for Students with Disabilities (SSD) at (519) 661-2111 X 82147 for information about requesting academic accommodation, or go to the following website: