

## EDUC 5476

### Investigating Urban Schools: A Case Study Approach

#### Instructor:

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#### Schedule:

**Section 001:** Monday  
9:30AM-12:30PM,  
Room: 2046

**Section 002:** Monday  
1:30PM-4:30PM,  
Room: 2046

#### Program Context:

This is a **Specialty Course** taken by Teacher Candidates during **Year 2, Full Year** of the Bachelor of Education.

#### BACHELOR OF EDUCATION

Program Overview - Class of 2022



# Syllabus Report

## Investigating Urban Schools: A Case Study Approach (EDUC 5476)

An introduction to a case study approach to investigating equity issues in urban schools. Teacher Candidates identify appropriate topics and investigative methods, and reflect upon their findings in terms of relevant literature and their own experiences in urban schools. 3 hours per week, full year, .5 credit.

This workshop-based course aims to equip students with selected research skills for investigating equity issues in the context of urban schools. The course introduces practitioner research and case study inquiry as mechanisms to inform professional learning and research-based practice. Students will learn to situate research questions and issues regarding equity and social justice in urban settings. Using a project-based approach, the course will familiarize students with key components of practitioner researcher inquiry, such as:

1. Developing a research question or focus;
2. Using a theoretical framework;
3. Engaging with relevant literature (literature review);
4. Selecting a method;
5. Analyzing data;
6. Discussing the implications of research findings, and
7. Ethical considerations.

### Textbook

Menter, I., Elliot, D., Hulme, M., Lewin, J., & Lowden, K. (2011). A guide to practitioner research in education. SAGE Publications Ltd,

Available on the library website: <https://www-doi-org.proxy1.lib.uwo.ca/10.4135/9781473957770>

Number of Credits : 0.5

Number of Weeks: 12

### Week 1: Introduction to the course: Description of course activities (Nov 1/21)

- What do we know about urban schools?
- What do we need to know to investigate educational phenomena in urban settings?
- In this session, we will review previously acquired knowledges about urban education.
- The class' purposes and topics will be introduced and an initial definition of practitioner researcher will be presented.

### Learning Activities

Type	Name	Description
Reading	Wk 1 Suggested Readings	Daniel, B. J. (2010). Reimagining the urban: A Canadian perspective. <i>Urban Education</i> , 45(6), 822-839 <a href="https://journals-sagepub-com.proxy1.lib.uwo.ca/doi/10.1177/0042085910384351">https://journals-sagepub-com.proxy1.lib.uwo.ca/doi/10.1177/0042085910384351</a>
		Menter, I., Elliot, D., Hulme, M., Lewin, J., & Lowden, K. (2011). What is research?. In <i>A guide to practitioner research in education</i> (pp. 2-13). SAGE Publications Ltd, <a href="https://www-doi-org.proxy1.lib.uwo.ca/10.4135/9781473957770.n1">https://www-doi-org.proxy1.lib.uwo.ca/10.4135/9781473957770.n1</a>
Knowledge Check	Review of Previous Learning	Menter, I., Elliot, D., Hulme, M., Lewin, J., & Lowden, K. (2011). Why do practitioner research?. In <i>A guide to practitioner research in education</i> (pp. 14-28). SAGE Publications Ltd, <a href="https://www-doi-org.proxy1.lib.uwo.ca/10.4135/9781473957770.n2">https://www-doi-org.proxy1.lib.uwo.ca/10.4135/9781473957770.n2</a>
		What do we know about urban schools? What do we need to know to investigate educational phenomena in urban settings?

## Week 2: Defining the context of the urban school (Nov 8/21)

- What criteria should we use to define urban schools?
- What type of questions could inform research in urban schools?
- In this session we will discuss the criteria to define urban schools.
- We will formulate research questions focused on urban educational phenomena.

### Learning Activities

Type	Name	Description
<b>Class Meeting</b>	In Class Activity	
<b>Reading</b>	Wk 2 Required Readings	<p>Schaffer, C. L., White, M., &amp; Brown, C. M. (2018). A tale of three cities: Defining urban schools within the context of varied geographic areas. <i>Education and Urban Society</i>, 50(6), 507-523 <a href="https://journals-sagepub-com.proxy1.lib.uwo.ca/doi/10.1177/0013124517713605">https://journals-sagepub-com.proxy1.lib.uwo.ca/doi/10.1177/0013124517713605</a></p> <p>Menter, I., Elliot, D., Hulme, M., Lewin, J., &amp; Lowden, K. (2011). What is a research question?. In <i>A guide to practitioner research in education</i> (pp. 30-46). SAGE Publications Ltd, <a href="https://www-oi-org.proxy1.lib.uwo.ca/10.4135/9781473957770.n3">https://www-oi-org.proxy1.lib.uwo.ca/10.4135/9781473957770.n3</a></p>

## Week 3: Questions and debates in urban education (Nov 15/21)

- What misconceptions inform current conversations and debates in urban education?
- Where can researcher-practitioners find relevant data to investigate urban schools?
- In this session, we will examine some common misconceptions about urban schools.
- We will discuss the importance of theory for practitioner researchers.

### Learning Activities

Type	Name	Description
<b>Practice</b>	Research Portfolio Entry 1	Defining urban schools and finding a topic, problem, or issue of interest
<b>Class Meeting</b>	In Class Activity	
<b>Reading</b>	Wk 3 Required Readings	<p>Irby, D. J. (2015). Urban is floating face down in the mainstream: Using hip-hop-based education research to resurrect “the urban” in urban education. <i>Urban Education</i>, 50(1), 7-30 <a href="https://journals-sagepub-com.proxy1.lib.uwo.ca/doi/full/10.1177/0042085914563183">https://journals-sagepub-com.proxy1.lib.uwo.ca/doi/full/10.1177/0042085914563183</a></p> <p>Menter, I., Elliot, D., Hulme, M., Lewin, J., &amp; Lowden, K. (2011). What do we know already?. In <i>A guide to practitioner research in education</i> (pp. 70-83). SAGE Publications Ltd, <a href="https://www-oi-org.proxy1.lib.uwo.ca/10.4135/9781473957770.n5">https://www-oi-org.proxy1.lib.uwo.ca/10.4135/9781473957770.n5</a></p>

## Week 4: Anti-oppressive approaches to urban education (Nov 22/21)

- What social processes inform marginalization in urban schools?
- What can educators do to address and counter marginalization?
- How to search and systematize the academic literature to formulate my research project?
- In this session we will explore the notion of anti-oppressive pedagogy.
- We will reflect on anti-oppressive pedagogy's relevance for investigating inequities and social injustices in urban schools.

## Learning Activities

Type	Name	Description
Reading	Wk 4 Required Readings	Required Readings James C.E. (2017) The Schooling of Marginalized Students in Urban Canada: Programs, Curricula, and Pedagogies. In: Reid C., Major J. (eds) Global Teaching. Education Dialogues with/in the Global South. Palgrave Macmillan, New York. <a href="https://uwoca-my.sharepoint.com/:b:/g/personal/sriveros_uwo_ca/Ecqzxf7c2MpEmkSalxr9o6QBROKZqvIAIF7lucAiUERe=luCB3o">https://uwoca-my.sharepoint.com/:b:/g/personal/sriveros_uwo_ca/Ecqzxf7c2MpEmkSalxr9o6QBROKZqvIAIF7lucAiUERe=luCB3o</a>
		Menter, I., Elliot, D., Hulme, M., Lewin, J., & Lowden, K. (2011). How do I do a literature review?. In A guide to practitioner research in education (pp. 84-102). SAGE Publications Ltd, <a href="https://www-doi-org.proxy1.lib.uwo.ca/10.4135/9781473957770.n6">https://www-doi-org.proxy1.lib.uwo.ca/10.4135/9781473957770.n6</a>
Class Meeting	In Class Activity	
Practice	Research Portfolio Entry 2	Research Question

### Week 5: Addressing deficit thinking in urban schools (Nov 29/21)

- How does deficit thinking influence discourses on urban students?
- What type of data would be relevant for investigating inequities and social injustices in urban schools?
- During this session we will examine the idea of deficit thinking in urban education.
- We will discuss the types of data that could be used to inform an investigation into social injustice in urban schools.

## Learning Activities

Type	Name	Description
Practice	Research Portfolio Entry 3	Developing a literature search strategy in line with the research question
Class Meeting	In Class Activity	
Reading	Wk 5 Required Readings	Sharma, M. (2018). Seeing deficit thinking assumptions maintain the neoliberal education agenda: Exploring three conceptual frameworks of deficit thinking in inner-city schools. Education and Urban Society, 50(2), 136-154 <a href="https://journals-sagepub-com.proxy1.lib.uwo.ca/doi/full/10.1177/0013124516682301">https://journals-sagepub-com.proxy1.lib.uwo.ca/doi/full/10.1177/0013124516682301</a>
		Menter, I., Elliot, D., Hulme, M., Lewin, J., & Lowden, K. (2011). A guide to practitioner research in education (Chapters 7-11). SAGE Publications Ltd, <a href="https://www-doi-org.proxy1.lib.uwo.ca/10.4135/9781473957770">https://www-doi-org.proxy1.lib.uwo.ca/10.4135/9781473957770</a> (Chapters assigned to groups for puzzle activity)

### Week 6: Discipline and the school-to-prison pipeline (Dec 6/21)

- What are the effects of punitive discipline practices in marginalized students?
- What type of analysis could be deployed to investigate oppressive practices and structures in urban schools?

## Learning Activities

Type	Name	Description
Class Meeting	In Class Activity	
Reading	Wk 6 Required Readings	Mallett, C. A. (2017). The school-to-prison pipeline: Disproportionate impact on vulnerable children and adolescents. Education and urban society, 49(6), 563-592 <a href="https://journals-sagepub-com.proxy1.lib.uwo.ca/doi/full/10.1177/0013124516644053">https://journals-sagepub-com.proxy1.lib.uwo.ca/doi/full/10.1177/0013124516644053</a>
		Menter, I., Elliot, D., Hulme, M., Lewin, J., & Lowden, K. (2011). A guide to practitioner research in education (Chapters 12-13). SAGE Publications Ltd, <a href="https://www-doi-org.proxy1.lib.uwo.ca/10.4135/9781473957770">https://www-doi-org.proxy1.lib.uwo.ca/10.4135/9781473957770</a> (Chapters assigned to groups for puzzle activity)

## Week 7: Decolonizing urban education (Jan 3/22)

- How can urban educators contribute to the goal of decolonizing educational institutions and practices?
- This session will focus on the idea of decolonization and its potential to disrupt oppressive practices in urban schools.

### Learning Activities

Type	Name	Description
<b>Practice</b>	Research Portfolio Entry 4	Mini-Literature Review
<b>Reading</b>	Wk 7 Required Readings	Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, education &amp; society</i> , 1(1). <a href="https://jps.library.utoronto.ca/index.php/des/article/view/18630">https://jps.library.utoronto.ca/index.php/des/article/view/18630</a> Bird-Naytowhow, K., Hatala, A. R., Pearl, T., Judge, A., & Sjoblom, E. (2017). Ceremonies of relationship: Engaging urban indigenous youth in community-based research. <i>International Journal of Qualitative Methods</i> , 16(1) <a href="https://journals-sagepub-com.proxy1.lib.uwo.ca/doi/full/10.1177/1609406917707899">https://journals-sagepub-com.proxy1.lib.uwo.ca/doi/full/10.1177/1609406917707899</a>
<b>Class Meeting</b>	In Class Activity	

## Week 8: Towards an anti-racist praxis (Jan 10/22)

- How can researcher-practitioners enact anti-racist practices in urban schools?
- This session will be structured around the notion of anti-racist research in education.
- We will discuss the role of ethics and values in the research process.

### Learning Activities

Type	Name	Description
<b>Reading</b>	Wk 8 Required Readings	Huynh, K. (2014). To Speak, Know, Live and Feel 'Asian': For an Anti-racist Approach on the Study of Asians in Canada. In <i>Politics of Anti-Racism Education: In Search of Strategies for Transformative Learning</i> (pp. 149-161). Springer, Dordrecht <a href="https://link-springer-com.proxy1.lib.uwo.ca/chapter/10.1007/978-94-007-7627-2_11">https://link-springer-com.proxy1.lib.uwo.ca/chapter/10.1007/978-94-007-7627-2_11</a> Menter, I., Elliot, D., Hulme, M., Lewin, J., & Lowden, K. (2011). Getting it right! values and the ethical dimensions of practitioner research. In <i>A guide to practitioner research in education</i> (pp. 47-68). SAGE Publications Ltd, <a href="https://www.doi-org.proxy1.lib.uwo.ca/10.4135/9781473957770.n4">https://www.doi-org.proxy1.lib.uwo.ca/10.4135/9781473957770.n4</a>
<b>Class Meeting</b>	In Class Activity	

## Week 9: Disability, exceptionality and inclusion in urban settings (Jan 17/22)

- How to investigate disability, exceptionality, and inclusion in urban settings?
- How to report the results of my research?
- In this class we will discuss how the social construction of disability influences educational practices in urban settings.
- We will review the steps to report research findings.

### Learning Activities

Type	Name	Description
<b>Practice</b>	Research Portfolio Entry 5	Methods review

## Learning Activities

Type	Name	Description
Reading	Wk 9 Required Readings	Parekh, G., & Brown, R. S. (2019). Changing lanes: The relationship between special education placement and students' academic futures. <i>Educational Policy</i> , 33(1), 111-135 <a href="https://doi-org.proxy1.lib.uwo.ca/10.1177/0042085909338686">https://doi-org.proxy1.lib.uwo.ca/10.1177/0042085909338686</a>
		Menter, I., Elliot, D., Hulme, M., Lewin, J., & Lowden, K. (2011). How do I write up my research?. In <i>A guide to practitioner research in education</i> (pp. 224-249). SAGE Publications Ltd, <a href="https://www-doi-org.proxy1.lib.uwo.ca/10.4135/9781473957770.n14">https://www-doi-org.proxy1.lib.uwo.ca/10.4135/9781473957770.n14</a>
Class Meeting	In Class Activity	Progress Presentations

### Week 10: Gender and sexual diversity (Jan 24/22)

- How to investigate gender and sexual diversity in urban schools from a practitioner-researcher perspective?
- In this session we will review a research study on gender and sexual diversity in an urban school.

## Learning Activities

Type	Name	Description
Reading	Wk 10 Required Readings	Schmidt, S. (2017). Genderplay and Queer Mapping. In <i>Deterritorializing/Reterritorializing</i> (pp. 209-232). Brill Sense. <a href="https://brill-com.proxy1.lib.uwo.ca/view/title/36850">https://brill-com.proxy1.lib.uwo.ca/view/title/36850</a>
Class Meeting	In Class Activity	

### Week 11: Educational access and opportunity in urban centres I (Jan 31/22)

- How does the political economy of urban centres affect the provision of schooling and educational opportunity in urban schools?
- This session will focus on the phenomenon of school closures and its incidence for urban schools.
- Selected cases in the context of Ontario will be discussed.

## Learning Activities

Type	Name	Description
Reading	Wk 11 Required Reading	Tieken, M. C., & Auldridge-Reveles, T. R. (2019). Rethinking the school closure research: School closure as spatial injustice. <i>Review of Educational Research</i> , 89(6), 917-953 <a href="https://journals-sagepub-com.proxy1.lib.uwo.ca/doi/full/10.3102/0034654319877151">https://journals-sagepub-com.proxy1.lib.uwo.ca/doi/full/10.3102/0034654319877151</a>
Class Meeting	In Class Activity	

### Week 12: Educational access and opportunity in urban centres II (Feb 7/22)

- How does the political economy of urban centres affect the provision of schooling and educational opportunity?
- In this session, we will discuss the phenomenon of gentrification and its effects on urban schooling.
- This session is centred on the assumption that practitioner-researchers must develop understandings of the communities they serve beyond the walls of the classroom and school.

## Learning Activities

Type	Name	Description
Reading	Wk 12 Required Reading	Pearman, F. A. (2019). Gentrification and academic achievement: A review of recent research. <i>Review of Educational Research</i> , 89(1), 125-165 <a href="https://journals-sagepub-com.proxy1.lib.uwo.ca/doi/10.3102/0034654318805924">https://journals-sagepub-com.proxy1.lib.uwo.ca/doi/10.3102/0034654318805924</a>
Class Meeting	Final Project Presentations	

## Learning Activities

Type	Name	Description
Practice	Research Portfolio Entry 6	What did I learn? Reflective summary and conclusions.

## Assessment Activities

Type	Name	Description
Project	Due Wk07 Jan 3, 2022 - Portfolio Entry 4: Mini-Literature Review	<p>Based on a defined search strategy, students will conduct a search of literature relevant to their research question.</p> <p>The rubric and guidelines for this assignment will be posted on the OWL site.</p> <p>.</p>
Project	Due Wk12 Feb 7, 2022 - Portfolio Entry 6: Reflective Summary & Conclusions	<p>Presentation + 750-words summary</p> <p>This activity consists of a brief reflexive essay and a presentation that provide a general overview of the proposed research and explains the main insights and learnings obtained during the course.</p> <p>The rubric and guidelines for this assignment will be posted on the OWL site.</p> <p>.</p>
Project	Ongoing (Nov 8-Feb 7) - In-Class Group Activities	<p>(Includes Portfolio Entries 1, 2, 3)</p> <p>10 in-class group activities will be completed. Each activity is pass/fail.</p> <p>Details will be posted on the OWL site</p> <p>.</p>
Project	Due Wk09 Jan 17, 2022 - Portfolio Entry 5: Methods Review	<p>Presentation + 500-words summary</p> <p>Using the in-class discussion, the literature review, and chapters 7-13 from the textbook (Menter et al. 2011), students will identify one research method that would allow them to address their research question.</p> <p>A rubric and guidelines for this assignment will be posted on the OWL site.</p> <p>.</p>

# How to Protect Your Professional Integrity:

The Bachelor of Education is an intense and demanding program of professional preparation. Teacher Candidates are expected to demonstrate high levels of academic commitment and professional integrity that align with both Western University's Academic Rights and Responsibilities and the Professional Standards and Ethical Standards set by the Ontario College of Teachers. These expectations govern your time in class, in your Practicum, in your Alternative Field Experiences, and include the appropriate use of technology and social media.

The Teacher Education Office will only recommend teacher candidates for Ontario College of Teachers certification when candidates have demonstrated the knowledge of, and adherence to, the faculty policies throughout the two-year program.

To review the policies and practices that govern the Teacher Education program, including attendance, plagiarism, progression requirements, safe campus and more, visit: [edu.uwo.ca/CSW/my-program/BEd/policies.html](http://edu.uwo.ca/CSW/my-program/BEd/policies.html)

## Faculty of Education Pass/Fail Policy:

All courses and assignments in the Bachelor of Education are assessed as Pass/Fail.

Instructors will make the Success Criteria of the assignments clear, and refinements of the criteria may take place in class as a means of co-constructing details of the assignments in the first two weeks of a course. This will allow for differentiation of process, product and timeline depending upon student needs.

Success Criteria will

- Articulate what needs to occur to demonstrate learning outcomes for a course/assignment;
- Inform the instructional process so that teaching can be adapted to ensure students continue to remain on track to meet the criteria as needed and appropriate.
- Align with the assignments created to provide opportunities for students to demonstrate the knowledge, skills and abilities they are working toward;
- Establish clear descriptive language that allows Teacher Candidates to identify, clarify and apply the criteria to their work and to their engagement in peer feedback;
- Focus the feedback on progress toward meeting the overall and specific tasks/assignment goals for the course.

## Participation:

Participation is essential to success in the Teacher Education program. As a professional school, you need to treat coming to class as showing up for work in the profession. If you are not in class, you cannot participate. Actively participating in discussions, peer reviews/feedback, group work and activities is integral to the development of your own learning and to the learning within your classroom community.

Given the varied experiences of Teacher Candidates in the program, you may engage with ideas/concepts or skills that are familiar or unfamiliar to you.

A Professional Teacher Candidate is one who:

- Arrives in class (virtual or online) on time, and prepared. This includes completing any readings, viewing assignments or tasks in advance of class as requested.
- Listens to others and contributes thoughtfully to discussions;
- Models respectful dialogue and openness to learn, monitors, self-assesses and reformulates one's prior beliefs and understandings in light of new information;
- Monitors and addresses their wellness, practices self-care, and seeks appropriate support when necessary.

## Support Services & Resources:



**Health and Wellness**  
[uwo.ca/health](http://uwo.ca/health)



**Peer Support**  
[westernusc.ca](http://westernusc.ca)



**Learning Skills**  
[uwo.ca/sdc/learning](http://uwo.ca/sdc/learning)



**Indigenous Services**  
[Indigenous.uwo.ca](http://Indigenous.uwo.ca)



**Student Accessibility Services**  
[sdc/uwo.ca/ssd](http://sdc/uwo.ca/ssd)



**Writing Support**  
[writing.uwo.ca](http://writing.uwo.ca)



**Financial Assistance**  
[registrar.uwo.ca](http://registrar.uwo.ca)



**Not sure who to ask?**  
Contact the Teacher Education Office at [eduwo@uwo.ca](mailto:eduwo@uwo.ca)