

## **Multilevel Research in Urban Education (U ED. 75100 - Teaching Methods/Methodology)**

Fall 2013

GC: Monday, 6:30-8:30 p.m., Rm. 3308 ; 3 credits

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### **Version 01**

The course develops methodology and methods grounded in sociocultural theory that is applicable to research in various settings in which urban education occurs. Within a multi-theoretical framework we review various forms of participant observation that are applicable to meso- and micro-level analyses, and examine complementary methods for analyzing social artifacts, including video and audio files. We address the quality of research in terms of established criteria that probe the extent to which what is learned is viable and applicable to broader contexts. The methods we explore include: conversation analysis; prosody analysis; analysis of facial action; emotions, emotional energy and emotional climate; proxemics, kinesics, and gaze; and the incorporation of research on physiological factors associated with social constructs such as a participation and emotional expression (e.g., breathing patterns, heart rate). The potential for using a variety of hardware and software is explored, including ways of gathering data transmitted via Bluetooth technology (e.g., data transmitted from audience response clickers, oximeters, etc.). We will focus on analytical approaches to making sense of qualitative and quantitative data resources, including the ways in which central tendencies and spread/difference are interpreted.

Recognizing the complexity of macro and global structures and ways in which they saturate social life and what can be learned from research in the social sciences we will examine how leading researchers in New York City, including colleagues in the Graduate Center, take account of macro and global structures and their research. Theoretical standpoints associated with the aggregation of what is learned from multilevel research will be considered. All participants will engage in a research project and incorporate fresh perspectives through personal studies of what is happening in multilevel research.

**Meeting dates (15):** August 29; September 12; September 19; September 26; October 3; October 10; October 17; October 24; October 31; November 07; November 14; November 21; December 5; December 12; December 19.

**USER-S dates:** 09/21; 10/19; 11/16

### **Topics**

**Week 1 (8/29):** Research genres and the salience of bricolage

**Week 2 (9/12):** Macro-meso research. Focus on the work of the Freire, Harvey, and Kincheloe. Cultural studies of urban education

**Week 3 (9/19):** Interpretive inquiry within a framework of poststructuralist hermeneutic-phenomenology

**Week 4 (9/26):** Emotions and emotional climate

**Week 5 (10/3):** Facial expression of emotions. The focus on the work of Paul Ekman and its roots in Darwinian theory

**Week 6 (10/10):** Authenticity criteria, ethics, and interventions in social research

**Week 7 (10/17):** Methodology, method, and William Sewell Jr.'s event-oriented social inquiry

**Week 8 (10/24):** Reflexive social inquiry: low-grade interventions (1)–radical listening and cogenerative dialogue

**Week 9 (10/31):** Low-grade interventions (2)–mindfulness in education

**Week 10 (11/07):** High-grade interventions: Meditation and wait time

**Week 11 (11/14):** Conversation analysis

**Week 12 (11/21):** Prosodic analysis

**Week 13 (12/05):** Proxemics analysis

**Week 14 (12/12):** Physiological constructs related to the wellness of teachers and students: breathing patterns; oxygenation of the blood; pulse rate and strength; blood pressure; and body temperature

**Week 15 (12/19):** Social neuroscience and its relationship to micro-analyses. Research on rewiring the brain and associated physiology

### **Overview/Rationale**

During the first session we will lay out the landscape for the course and its requirements. Since this is a doctoral course it is imperative that students have a strong voice in the conduct of the course, evaluating its success, contributing their developing knowledge to educate themselves and others, assessing their own learning and the learning of others, identifying resources on which course will focus, and deciding on the forms of assessment that are most appropriate for their personal goals, in the context of the urban education PhD program at the Graduate Center. The intention is to allow for student autonomy and growth of scholarship

within the graduate program in which the students have extensive world experiences that can enrich the learning of others while orientating the course toward goals that are relevant to all participants.

Each class will be video-recorded, as is the practice for all of my courses at the Graduate Center. The videotape will be available for viewing of students in the class with the understanding that it will not be disseminated via the Internet or other social media. The video recordings will not be used for research without the explicit permission of the participants in the class and an approved IRB.

Once a month on a Saturday a group of New York City researchers meets to discuss the science of learning and teaching and research on urban education—especially in science, mathematics and the learning sciences. Referred to as USER-S, this seminar series is ideal for presenting ongoing research of faculty and graduate students in the New York City institutions—including participants in this class. USER-S is scheduled for the third Saturday of each month and usually runs from 11 AM until 4:30 PM. I invite all class participants to come to the sessions. They're highly relevant to what we're doing in the class and some of the speakers will add considerably to the quality and diversity of perspective that can inform your scholarly trajectories.

### **Assessment**

All participants will engage in a study that incorporates an emergent design that is contingent on what is learned from ongoing research and development of theory. The study will be extensive in the sense that it continues from about week 2 of the course through to week 14 and it will be intensive in the variety of data resources accessed and analyzed. Interpretations associated with ongoing analyses will be appropriately represented in texts, tables, and presentation media. Throughout the course each participant will arrange to present regularly to the class and me. Along with the commitment to regular presentation of what is learned is an associated expectation that participants will seek self and peer review of the materials they produce as evidence of their learning. As well as face-to-face meetings between participants and me we will schedule Skype interactions and will use video technology to communicate what is been learned e.g., using QuickTime Pro to produce a podcast (15 min. or less duration) to disseminate research findings.

In addition to weekly “evidence” of learning all participants will produce and submit a short review essay that summarizes **and** critiques their engagement with the literature for each class. The length of the review essay/critical memorandum would be approximately 1000 words or less.

### **Texts:**

Davidson, R. J., & Begley, S. (2012). *The emotional life of your brain: How its unique patterns affect the way you think, feel, and live--and how you can change them.*

New York: Penguin Publishing.

Harrigan, J. A., Rosenthal, R., & Scherer, K. R. (Ed.). (2008). *The new handbook of methods in nonverbal behavior research*. New York: Oxford University Press.

Alvesson, M. & Skoldberg, K. (2001). *Reflexive methodology: New vistas for qualitative research*. London: Sage Publications.

Sewell, W. H. Jr. (2005). *Logics of history: Social theory and social transformation*. Chicago: University of Chicago Press.