

U ED. 70300 - Logics of Inquiry
GC: R, 6:30-8:30 p.m.,
Rm. 3212, 3 credits,
Kenneth Tobin, [20579]

The course is intended to introduce participants to a range of different research methods and to develop a sophisticated understanding of methodological issues and alternatives in urban educational research. The focus will be on issues, paradigms, strategies, and research methods that enable students to better understand what happens in various educational settings, in urban educational settings in particular, and what issues are involved when we collaborate with participants as [co] researchers. In addition, participants will have opportunities to think about their individual research interests and apply what they are learning analysis of published research in their field, proposals to do research, and IRB requests. We will examine studies using qualitative and quantitative data and numerous research genres. We will consider criteria for mixed method designs and multi-level types of research. The course focuses on the rationale (theoretical, empirical, political, etc.) for research in urban education. Accordingly, we will not consider particular research methods in depth, but will explore the advantages and limitations of a variety of methods in relation to critical problems of urban education. The course can be taken prior to other research methods courses, or after. The course is viewed as a requisite for research design, research evaluation, peer review of published research, and doing research in all of its phases.

Textbook: Tobin, K. & Kincheloe, J. L. (Eds). *Doing educational research: A handbook*. Rotterdam, NL: Sense Publishing.

http://www.amazon.com/Doing-Educational-Research-Handbook-Visions/dp/9077874488/ref=sr_1_fkmr0_2?ie=UTF8&qid=1359655353&sr=8-2-fkmr0&keywords=Tobin%2C+K.+%26+Kincheloe%2C+J.+L.+%28Eds%29.+Doing+educationa+l+research%3A+A+handbook.+Rotterdam%2C+NL%3A+Sense+Publishing.

Week 1 (1/31): Methodology, bricolage and polysemia.

<http://www.cnn.com/video/#/video/bestoftv/2013/01/30/exp-gps-gates-sot-3.cnn>

Week 2 (2/07): Chapter 1 and Kincheloe, J. L., & Tobin, K. (2009). The much exaggerated death of positivism. *Cultural Studies of Science Education*, 4, 513-528. DOI 10.1007/s11422-009-9178-5.

Coteachers: _____ and _____

2/14/2013: No class Tuesday schedule

Week 3: USER-S Saturday 2/16 at the GC

Week 4 (2/21): Chapter 2*

Coteachers: _____ and _____

Week 5 (2/28): Chapter 4*

Coteachers: _____ and _____

Week 6 (3/7): Chapter 5

Coteachers: _____ and _____

Week 7 (3/14): Chapter 6*

Coteachers: _____ and _____

3/16/2013 USER-S at the GC

Week 8 (3/21): Chapter 10

Coteachers: _____ and _____

Week 9 (4/11): Chapter 11

Coteachers: _____ and _____

3/28/2013 Spring Break & 4/4/2013 no class

Week 10 (4/18): Chapter 12

Coteachers: _____ and _____

4/20/2013 USER-S at the GC

Week 11 (4/25): Chapter 13

Coteachers: _____ and _____

Week 12 (5/2): Chapter 15

Coteachers: _____ and _____

Week 13 (5/9): Chapter 16*

Coteachers: _____ and _____

Week 14 (5/16): Chapter 17

Coteachers: _____ and _____

5/18/2013 USER-S at the GC

Assessment

Proposal review and critique (1500 words)

Due: 2/07

Coteaching presentations (X2)

Three review essays (each 1500 words: weeks 1-5; weeks 6-10; weeks 11-15)

Due dates: 2/28; 4/18; 5/18.