

EDUC 496, Doctoral Research Seminar (Spring 2014) - Course record

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Session 1 - Monday, 13 Jan

Before class

- Log into CourseSite, poke around. I will have copies of the syllabus printed and available for you.

During class ([ppt](#))

- Introductions
- Syllabus, assignments
- Getting started on course concepts
 - Reading and discussing Zimbardo et al., 1981
 - Research paradigms
 - Exposing the essence of a piece of research: UTOS (and all its permutations)

After class

- Reading
 - Schweiber, 2008
 - Pick one (or read both) Boster et al. article
- Assignments
 - Complete and turn in your Mission Statement. Don't forget to include a copy of your 'best' (to date) piece of scholarly writing.

Session 2 - Monday, 20 Jan

Before class

- Complete reading
- Turn in Mission Statement (in CourseSite). Include your 'best' piece of academic writing.

During class ([ppt](#))

- Intros / re-intros for new folks / old folks
- Housekeeping – probs with turning in work?
- Conceptual work
 - Let's watch a video! Or maybe two!
 - Discussing the reading. Let's get into the
 - Research methods and paradigm
 - UTOS
 - How to read a research study
- Closure

After class

- Reading: Read at least TWO of the following
 - MacQuarrie et al., 2002
 - Klopfer & Squire, 2008
 - Reich, 2009
 - Kingsley & Boone, 2008
- Assignments
 - Work on your final project!
 - Get started on your research article analyses and/or your instrument analyses

Session 3 - Monday, 27 Jan

Before class

- Complete reading
- Check to make sure you got your returned Mission Statement

During class ([ppt](#))

- Housekeeping – did you get your Mission Statement back? Why a PDF? Why green?
- Conceptual work: Four flavors of experiment
 - A moment to consider the cultural loadings of some of our terms: experiment, science
 - Building upon an experience from my own doc program: What's the difference between an experiment and a quasi-experiment?
 - Pair, discuss, categorize
 - Re-group, defend / probe decisions
- Closure

After class

- Reading – read TWO of the following
 - Pianta et al., 2002
 - Schmidt et al., 2009
 - Barton, 2009
- Assignments
 - Work on your final project!
 - Work on your research article analyses and/or your instrument analyses. Which are you planning to turn in first?

(Class canceled due to weather on Monday, Feb 3)

Session 4 - **Monday, 10 Feb**

Before class

- Complete reading

During class (ppt)

- Housekeeping
 - Revised calendar (but not yet course record! Sorry!)
 - Upcoming assignments
 - Signing up for presentation slots
- Conceptual work
 - Discussing reading
 - How to categorize?
 - Critique: Which one is the 'weaker' study? Why?
 - Discussing your own research
- Closure
 - Prepping for next week's reading

After class

- Reading
 - Hammond, 2010
 - Smith & Niemi, 2001
 - Skim at least one [NAEP report](#).
 - Peruse the [NAEP questions database](#).
- Assignments
 - Complete and turn in at least one of your two intermediate assignments (either the article analyses or the instrument analyses)
 - Keep working on your final project!
 - Tell me about your presentation preference and topic via this [Google form](#).

Session 5 - **Monday, 17 Feb**

Before class

- Complete the reading.

During class (ppt)

- Housekeeping
- Conceptual work – for reference during discussion
 - [NAEP reports](#).
 - [NAEP questions database](#).
- Closure

After class

- Reading
 - Barab, 2006 – does this [link](#) work?
 - DBR Collective, 2003
 - Wang & Hannafin, 2005
- Assignments – just work on your final project!

Session 6 - **Monday, 24 Feb**

Before class

- Complete readings

During class (ppt)

- Housekeeping

- Conceptual work
 - DBR examples
 - Jasper Woodbury
 - via [Amazon](#).
 - straight from the [vendor](#).
 - Marcia Linn's work spans lots of things, but here's [WISE](#).
 - Chris Dede's work also spans lots of things (!); here are a few
 - [EcoMUVE](#).
 - [EcoMOBILE](#).
 - [HARP](#).
 - Sasha Barab talks about two of his projects in his chapter
 - Inquiry Learning Forum – but I don't think this exists anymore.
 - [Quest Atlantis](#).
 - Useful links for counter-artifacts
 - Scientifically-based research: You can read the ur-text, a [2002 conference](#), but it's best encapsulated by this [slide](#) from a presentation about Reading First.
 - [What Works Clearinghouse](#).
 - [Best Evidence Encyclopedia](#).
- Closure

After class

- Reading
 - Skim Friedman & Heafner, 2007; read Heafner & Friedman, 2008 with a little more attention.
 - Read Wouters, van Nimwegen, van Oostendorp, van der Spek, 2013 – both as a discussion of the same issue (retention), and as an example of a meta-analysis
 - ...and bring to class your own favorite research piece that addresses time / retention.
- Assignments
 - Complete mission statement #2 (i.e., update #1)
 - Work on next interstitial assignment
 - Work on final project!

Monday, Mar 3 - Lehigh University Spring Break - NO CLASS

Session 7 - Monday, 10 Mar

Before class

- Complete reading

During class ([ppt](#))

- Housekeeping
- Conceptual work
- Closure

After class

- Reading
 - Wineburg, 2004
 - Hammond, Bodzin, & Alexander, 2012
 - Take a look through the [methods links](#) in the course bookmarks
- Assignments

Session 8 - Monday, 17 Mar – SITE Conference; no class session

...

Session 9 - Monday, 24 Mar

Before class

- Complete reading

During class ([ppt](#))

- Housekeeping
- Conceptual work
 - Links to [test databases](#).
- Closure

After class

- Reading
 - Schwartz, Bransford, & Sears, 2004
 - Optional: Schwartz & Bransford, 1999
- Assignments

Session 10 - **Monday, 31 Mar**

Before class

- Complete reading

During class (ppt)

- Housekeeping
- Conceptual work: Transfer
- Presentation: Cara
- Closure

After class

- Reading: none!
- Assignments
 - (Prep for presentation, as needed)
 - Work on final paper!

Session 11 - **Monday, 7 Apr**

Before class

- Work on assignments
- If you have to, prep your presentation

During class (ppt)

- A little more on transfer
 - Catch this article in the NYT? [American Students Test Well in Problem-Solving, But Trail Foreign Counterparts](#).
 - Looping back to Lave, this time to note a critique of the comparison that was drawn, and from which the oft-cited conclusion was reached.
- IRB
 - Something less well known than Tuskegee: [US-funded syphilis research in Guatemala, 1945-1948](#).
 - Excerpt from Taylor's [Principles of Scientific Management](#): pp. 42-61.
- Presentations
 - Julie
 - Farah
- Closure

After class

- Assignments – work on final projects

Session 12 - **Monday, 14 Apr**

Before class

- Complete reading

During class (ppt)

- Housekeeping
- Presentations
 - Raj (qual project)
 - Daria (instrumentation)
- Closure

After class

- Reading
- Assignments

Session 13 - **Monday, 21 Apr**

Before class

- Complete reading

During class (ppt)

- Housekeeping
- Presentations
 - Rob (diss pilot)
 - Whitney
- Closure

After class

- Reading
- Assignments

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end