

## **CI 9003: Theory, Ethics, and Application of Research in Teaching**

Spring 2018

Meeting in Teachers College Room 255A

Tuesdays 4:00-6:50 pm

Professor: Sarah Stitzlein, Ph.D.  
Office: 610-F Teachers College

Email: Sarah.Stitzlein@uc.edu  
Office phone: 556-2439

### **Program and Course Goals**

#### *Description of CI9003(from course catalog)*

This is the study of ethical and value dimensions in teaching and research, diverse stakeholders, relationship of knowledge to improvement of professional practice in teaching, and education research.

#### *Goals and Outcomes Addressed in this Course (from course catalog)*

- Students will be able to outline major movements, disputes and debates relating to theory and ethics in teacher education and educational research.
- Students will be able to cite journals, scholars, and arguments that circulate widely across educational scholarship addressing issues in educational theory and ethics.
- Students will be able to debate current educational disagreements over standardization, educational science, democracy, and difference given persistent inequalities and social and political changes.

#### *Key questions*

- What are my ethical positions as an educational researcher or practitioner?
- Why is ethics important for teachers and education researchers?
- How have ethical codes and practices arisen from problems and violations in past research?
- What is the Institutional Review Board and what is its purpose?
- What do codes of conduct provide when it comes to preventing and determining violations of ethical conduct in schools?
- How is protection of privacy or informed consent best provided?
- How do we ethically apply education research in actual classrooms?
- How do we ethically translate educational research into policy?

### **Course Requirements and Policies**

#### *Attendance*

Students in CI 9003 engage one another and critically reflect on ideas in a seminar setting. The active presence of students is thus necessary for not only individuals' optimal learning, but for the learning of all to be maximized as well. Your attendance is expected at every class meeting. Beginning with your second absence, your final grade for the course will be dropped by one full letter grade for each absence, regardless of the cause of your absence. Excessive absences will result in being dropped from the course. Tardiness is also not acceptable. Arriving late or leaving early twice will "count" as an absence.

The class involves a commitment. On the first day, I will ask you *if* you really want to take this course. Think about this in terms of your academic interests, time available for the course, and any other aspects of your life that might impact your engagement with this class. If you decide you want to take this course, I will ask you to make a commitment to our community of inquiry by attending every class and coming prepared to engage with the materials and your classmates. In exchange, I will make the commitment to make every class worth coming to. I will do my best to make class interesting and pertinent to the real world and your life. I will offer you the opportunity to ask “who cares?” at any point in the course and will do my best to explain the importance and rationale of the topic at hand in plain English—hopefully in ways that relate to your life and decision to take this course. We are making a commitment to one another and I invite you to join me in what I hope will be a rewarding endeavor for us all.

### *Academic Integrity*

All work submitted in this course should be your own, and if I suspect otherwise, I will be forced to investigate. Sources should be accurately cited; borrowing from others’ work or ideas should always be referenced. Plagiarism, even in small parts or from online sources, will not be tolerated and will result in a failing grade. A handout on correct citation and avoiding plagiarism is provided on our Blackboard site. I also recommend looking at UC’s handy tutorial that helps students better understand what plagiarism is: <http://libraries.uc.edu/help/faculty/plagiarism.html>.

### *Late Assignments*

All assignments are due at the time and date specified in the syllabus. In order to potentially receive full credit, the assignment must be submitted before the deadline. Assignments received within 24 hours after the deadline will be docked one letter grade, assignments received within 48 hours after the deadline will be docked two letter grades, and assignments received within 72 hours after the deadline will be docked three letter grades. Assignments received in excess of 72 hours after the deadline will not receive credit.

### *Presentation of Written Assignments*

All written assignments should be submitted as a Word document in double spaced, 12 point, Times New Roman font with standard 1” margins and complete documentation consistently following Chicago or APA citation style (your choice, though the School of Education highly prefers APA). I have retained Chicago as an option because it is the dominant citation style used by those who write about ethics. All papers should be submitted through “assignments” on our Blackboard website.

Writing good arguments is key to doing well on your papers for this course. If you struggle with writing arguments, you might appreciate a brief refresher written by a high school English teacher. See the handouts posted under “course documents” as argument 1-4.

### *Classroom Climate*

At times course discussions will consider controversial subjects or topics that are deeply personal. While students are certainly not required to agree with the viewpoints shared by others, a demeanor of respect and academic investigation of perspectives is expected.

Individual class members may have strong opinions about material on this syllabus, or about the content of in-class lectures and discussions. I encourage members of the class to express their opinions, explore controversial material, risk making mistakes in writing about and discussing issues, and ask for help in understanding ideas they do not understand. This intellectually rigorous work may be uncomfortable at times, but risking such discomfort often leads to insight. If discussions get heated, I will slow down our conversations to ensure that students have the opportunity to clarify his or her points.

Please follow the guidelines below to help create a non-discriminatory classroom climate:

- speak from your own experience and reading;
- engage thoughtfully with the content of the class;
- listen to others' thoughts and feelings, even if they differ significantly from your own;
- do not expect yourself or other class members to speak as representatives of a social/cultural group.

#### *Students with Disabilities*

Students with disabilities are welcome and entitled to participate in all aspects of this course. In accordance with university policies, it is the responsibility of these students to notify the professor of their disability at the outset of the course so that any necessary accommodations can be made.

#### *Blackboard*

Our Blackboard site will be updated regularly to reflected changes to the syllabus, student grades, upcoming events, and other important materials. Blackboard will also be used to distribute readings and to carry out discussions beyond the classroom. Students are expected to peruse the site regularly. Also, because emails sent through Blackboard go to student UC email accounts, students should regularly check their UC email.

#### *Paper Revisions*

If a student feels that he or she has not received a fair grade or wishes to improve upon a poor grade, the student should schedule a meeting with the professor within a week of receiving the graded paper. Because the emphasis in revising a paper is always on improving one's understanding of an assignment, rather than simply raising a grade, this revision policy is focused on improving understanding. If a revision opportunity is granted, the student will be assigned an additional article or book to read, a two page summary of how that book or article improved his or her understanding of the paper, a visit to the Writing Center, and a final copy of the revised paper.

#### *Required Course Readings*

All readings for our course, except the books below, are available on our course Blackboard site under "Course Documents" and are listed by last name of the author or they are available online if a URL is provided in the syllabus chart below.

Strike, Kenneth and Jonas Soltis. *The Ethics of Teaching*. 5<sup>th</sup> edition. New York: Teachers College Press, 2009.

Rachels, James. *The Elements of Moral Philosophy*. 8th edition. Boston: McGraw-Hill, 2014.

Baez, Benjamin and Deron Boyles. *The Politics of Inquiry*. Albany: SUNY Press, 2009.

### Electronics Policy

I strongly support the use of electronics to aid in learning. However, students may only use cell phones, digital music players, laptops, and other electronic devices during class when they are clearly related to the activities and content of the course. These items are not allowed to be used for non-class activities like texting, surfing the web, or checking email. When electronics are used inappropriately, they tend to distract from ones ability to participate in class well. Because of this, inappropriate use of electronics will likely reduce your participation score. If you, the student, have a learning disability that requires the use of one of these items, you must provide evidence from the Disability Services Office, so that I can accommodate your use. Also, if you need to leave a cell phone on for an emergency situation, you should inform me at the beginning of the class session as well as keep the phone on in a silent mode, so as not to disrupt the course.

### Assignments

#### Participation

200 points

Active participation in the course is essential since the learning goals require analysis, interpretation, and engagement by all learners. To actively participate, students should come to class prepared for the day's assignment and with critical comments and questions about the assigned readings for the day. An overall learning goal of this course is to get students actively and creatively involved in their own learning, and this requires preparation time as well as courage to speak up about a wide array of questions and issues in class conversations. Additionally, learning to speak confidently in small and large group settings is an important skill to improve before teaching or taking on leadership roles in schools. "Active engagement" does not necessarily mean talking all the time, but it does require quality participation in classroom discussions and making meaningful connections to texts and concepts under discussion. Your participation score will also include in-class writings and/or small group work. Inappropriate use of electronics during class can result in a lowered participation score.

#### Ethics Discussion

Due via sign-up sheet

150 points

Along with a partner, you will select one class session where you will be tasked with finding or creating (yes, you can make it up as long as it is realistic) a **classroom practice or educational research** scenario that engages the issues of ethics of educational research or teaching described in the readings for that week (leaders on April 10 and April 17 may select topics/readings from any of the previous weeks). Together the two of you will present the scenario to the class and lead a discussion that shows how the course readings help to shed light on the scenario, complicate it, or provide an ethical framework for examining it. The focus should be on sustaining a rigorous discussion of the scenario that is closely tied to the week's texts. You should be prepared to give a brief summary of key ideas from the texts in order to demonstrate the connections between the readings and the scenario. You should also construct a series of questions to facilitate the discussion (these questions should go beyond those provided by other authors if you use a scenario created by someone else).

You will be graded on the appropriateness of the scenario you find or construct (including how it invokes complex aspects of the week's ideas), the depth of analysis in the discussion, the correct and thorough use of course texts, your ability to stimulate interesting and informative discussion, and the quality of the questions used to guide the discussion. You will have up to 45 minutes of course time for your discussion facilitation.

To prepare for your discussion, I recommend that you read Strike and Soltis chapter 8, especially near pages 140-141, for tips on how to construct and think about good ethics cases and scenarios. There are many good scenarios provided in the books *Dilemmas of Educational Ethics* by Meira Levinson and Jacob Fay (I've requested a copy of the 2016 book to be put on reserve in the CECH library) and *Ethical Leadership and Decision Making in Education* by Joan Poliner Shapiro and Jacqueline Stefkovich. The library does not own a copy of the latest 2017 version of the second book, but it does have an electronic copy of the 2011 version that you can easily access from your computer or an older 2005 print version you can check out.

If you chose to use audiovisual aides, please be sure to provide me a copy at least one hour before class so that I can be sure to have them available for you on our classroom computer, tv, etc. You are not expected to use an aide, but you may do so if you choose. Given the nature of discussion, I will not use a more traditional quantitative rubric to score this assignment, but rather will use the elements described above to provide you narrative feedback on your performance and to arrive at your grade.

Reading Responses Due 2 times of your choice 75 points each (150 total)

Two times (of your choosing but no earlier than the materials due on January 23 and not on the week you are leading discussion), you must answer one of the weekly guiding questions using the readings for that week (and previous weeks, if appropriate). While the most important aspect of the assignment is answering the guiding question from your perspective, you are expected to use the key ideas from the readings to bolster or counter your argument because this will demonstrate your understandings of the readings. The goal of this activity is to help you thoroughly understand the readings and focus on meaningful questions that underlie them. Feel free to make connections between the readings, the guiding questions, and your own role in education (as a teacher, administrator, student, etc.). You will be graded on the quality of your answer to the question and how it demonstrates understanding of the week's readings.

These responses are due at the beginning of class during the week of readings you have selected. Each response should be 2-3 pages (excluding references and title page) and should be submitted through the "assignments" tab on Blackboard. Please come see me if you have any questions about the assignment or my expectations while writing your paper. A sample paper and rubric have been provided on Blackboard under "assignments."

Personal Ethics Statement Due Jan. 13 and Mar. 13 50 points and 150 points

In the first version of your personal ethics statement of 3-4 pages (excluding references, if any, and title page), due January 13 by 4:00, you will reflect on your own personal beliefs and background experiences related to ethical decision making to state your core values and/or virtues, why you hold them, how they came about, and how you employ them when making

ethical decisions. If you are struggling to get started in identifying your ethical approach, you can use the Ethical Lens Inventory or Core Values products at [www.ethicsgame.com](http://www.ethicsgame.com), though note that they charge a fee. A sample paper has been provided on Blackboard under “assignments.”

In the second version of your personal ethics statement of 8-10 pages (excluding references and title page), due March 13 by 4:00, you will reflect on your initial statement and the new material learned in this course, explaining how your views have changed or strengthened, aligning yourself with the ethics tradition you find most compelling, and explaining how you will use your ethics framework to guide your educational research or teaching. Your papers should be submitted through the “assignments” tab on Blackboard. A sample paper and rubric have been provided on Blackboard under “assignments.”

---

*Case Study Analysis* *Due April 20 by 4:00 pm* *300 points*

You will select one case from a provided list under “assignments” on our Blackboard site. These “cases” will be situations that might unfold in a classroom or educational research situation. This assignment is an opportunity to demonstrate your ability to apply ethical frameworks to feasible real life situations in ways that respond to their complexity and offer concrete directions for ethical teachers and researchers. I highly recommend completing this assignment using the approach outlined in chapter 8 of *The Ethics of Teaching* by Strike and Soltis. Your 12-15 page papers (excluding references and title page) should be submitted through the “assignments” tab on Blackboard. A sample paper and rubric have been provided on Blackboard under “assignments.”

Using the case of your choice, you should address the following in your paper:

1. What ought the main characters do and why? In other words, make an argument for how they should act ethically. As part of your argument, you should anticipate objections to your proposed course(s) of action. Depending on the case you select, this could entail analyzing what the characters should have done in the past and/or what they ought to do in the future.
2. Answer #1 from the perspective of three different ethical frameworks introduced in our course (such as rule utilitarianism, virtue ethics, Kantian deontology, care theory, etc.). In other words, use each framework to say how the characters should behave or react to the situation if operating under that framework. (Don’t try to analyze what the character does and place him within a framework.) Use quotes and ethical principles/concepts from four or more of our course authors to support your claims and to reveal the significance or impact of the case (examples might include respect for persons, equality, professionalism, integrity). Incorporate the ideas of the scholars to “dig deep” into the situations, uncovering the interests of various stakeholders and the impact the ethical decision will have on educational practice or research.
3. Finally, employ your personal ethics statement to explain how *you* would handle the situation. If your statement is closely aligned with one of the frameworks used in #2, your response here may have some similarities, but your values and virtues will make it unique to you.

**Grading scale:**

98-100%	A+
93-97	A
90-92	A-

An “A” represents excellent work, with little room for improvement. Student attends all classes, comes prepared, and engages in quality class discussions.

88-89%	B+
83-87	B
80-82	B-

A “B” represents good work, with a few minor problems or modest deficiencies in terms of the content or presentation of the assignment. Student comes to most classes and participates in class discussions most of the time.

78-79%	C+
73-77	C
70-72	C-

A “C” represents average work, with more than one serious flaw in terms of content or presentation of the work. Student sometimes contributes to class discussions or contributions may be off-topic or problematic.

<70% F per Graduate School guidelines

**Course Outline**

Date	Topic and Guiding Questions	Readings or Assignments Due Today
January 9, 2018	<p>INTRODUCTION TO ETHICAL THEORY</p> <ul style="list-style-type: none"> <li>• Why is ethics important for teachers and education researchers?</li> <li>• How is ethical consideration best done?</li> </ul>	<p>Strike, Kenneth and Jonas Soltis. <i>The Ethics of Teaching</i>. 5<sup>th</sup> edition. New York: Teachers College Press, 2009, <b>Chapter 1 only</b>.</p> <p>Rachels, James. <i>The Elements of Moral Philosophy</i>. 7th edition. Boston: McGraw-Hill, 2011. <b>Read chapter 1 only</b>.</p> <p>First version of your personal ethics statement is due January 13 by 4:00 pm.</p> <p><b>Optional:</b> If you would like to watch a presentation by a professor at Oxford University that introduces the field of ethics, see the series here: <a href="http://www.academicearth.org/courses/a-romp-through-ethics-for-complete-beginners">http://www.academicearth.org/courses/a-romp-through-ethics-for-complete-beginners</a></p>
January 16, 2018	<p>MAJOR ETHICAL THEORIES</p> <ul style="list-style-type: none"> <li>• What are utilitarian (Mill), virtue (Aristotle), social contract (Hobbes), deontological (Kant), and care (Noddings) ethical theories?</li> <li>• Who are the major scholars that have influenced theories of ethics?</li> </ul>	<p>Rachels, James. <i>The Elements of Moral Philosophy</i>. 7th edition. Boston: McGraw-Hill, 2011. <b>Read chapters 7, 8, 9, 10, and 12.</b></p> <ul style="list-style-type: none"> <li>• These chapters introduce you to major ethical frameworks. If you would like an additional resource that also covers these theories, see <i>Beginning Ethics</i> by Lewis Vaughn.</li> </ul> <p>Noddings, Nel. "The Language of Care Ethics," <i>Knowledge Quest</i>, 40, no. 4 (2012): 52-56. <b>Note there are several Noddings articles posted on Blackboard and I'm only requiring you to read the shortest one.</b></p> <ul style="list-style-type: none"> <li>• Introduces the key components of the ethics of care.</li> </ul> <p><b>Optional:</b> many students in this course who are K-12 teachers tend to be drawn to the work of Nel Noddings. Because of this, I have provided the additional optional readings to help you learn more about her perspective.</p>



		<p>Noddings, Nel. <i>Happiness and Education</i>. Cambridge: Cambridge University Press, 2003.</p> <p>Noddings, Nel. “An Ethic of Caring and Its Implications for Instructional Arrangements,” <i>American Journal of Education</i>, 96, no. 2 (1988): 215-230.</p>
January 23, 2018	<p>TEACHING TOWARD EQUITY</p> <ul style="list-style-type: none"> <li>• In what ways is aiming for equality/equity an aspect of being an ethical teacher?</li> <li>• Must ethical teachers necessarily care about equity?</li> <li>• How might the goal of educational equality influence an educational researcher?</li> </ul>	<p>Strike, Kenneth and Jonas Soltis. <i>The Ethics of Teaching</i>. 5<sup>th</sup> edition. New York: Teachers College Press, 2009, <b>Chapter 4 only</b>.</p> <p>Jencks, Christopher. “Whom Must we Treat Equally for Educational Opportunity to be Equal?” <i>Ethics</i> 98, no. 3 (1988): 518-533.</p> <ul style="list-style-type: none"> <li>• Describes the difficult decisions a teacher must make in her classroom as she tries to fulfill equal educational opportunity from different perspectives.</li> </ul> <p>Gutmann, Amy. “Interpreting Equal Educational Opportunity.” In <i>Democratic Education</i>. Princeton, NJ: Princeton University Press, 1987.</p> <ul style="list-style-type: none"> <li>• Reviews three common but problematic understandings of achieving equality and suggests a more democratic alternative.</li> </ul> <p><b>Optional:</b> Brighouse, Harry. “Educational Equality and Justice.” In <i>A Companion to the Philosophy of Education</i>, edited by Randall Curren. Malden, MA: Blackwell Publishing, 2003: 471-486.</p> <ul style="list-style-type: none"> <li>• Links educational equality to the principle of justice and describes how schools distribute social goods that give greater benefits to some people so they must be distributed fairly.</li> </ul> <p><b>Optional:</b> Howe, Kenneth R. “Liberal Democracy, Equal Educational Opportunity, and the Challenge of Multiculturalism.” <i>American Educational Research Journal</i> 29, no. 3 (1992).</p>

		<ul style="list-style-type: none"> <li>Describes particular challenges faced by minority communities when educational equality is not practiced well.</li> </ul> <p><b>Optional:</b> Anderson, Elizabeth. "What Is the Point of Equality?" <i>Ethics</i> 109 (1999): 287-337.</p> <ul style="list-style-type: none"> <li>Describes the aim of equality as eliminating oppression and putting all people on equal ground relative to one another.</li> </ul> <p><b>Optional:</b> McGough, Sarah M. "50 Years of Equality?" <i>Philosophy of Education</i> (2004): 105-114.</p> <ul style="list-style-type: none"> <li>Looks at how equality has been understood by philosophers of education in the fifty years after <i>Brown v. Board of Education</i>.</li> </ul>
January 30, 2018	<p>TEACHING WITH INTEGRITY</p> <ul style="list-style-type: none"> <li>What does it mean to be a moral teacher with integrity?</li> <li>What happens and what should happen when teachers cannot fulfill justice?</li> </ul>	<p>Strike, Kenneth and Jonas Soltis. <i>The Ethics of Teaching</i>. 5<sup>th</sup> edition. New York: Teachers College Press, 2009, <b>Chapter 6 only</b>.</p> <p>Calhoun, Cheshire. "Standing for Something," <i>The Journal of Philosophy</i> 92, no. 5 (1995).</p> <ul style="list-style-type: none"> <li>Considers typical ways of understanding integrity and offers an alternative.</li> </ul> <p>Levinson, Meira. "Moral Inquiry and the Ethics of Educational Injustice," <i>Harvard Educational Review</i>, 85, no. 2 (2015): 203-228.</p> <ul style="list-style-type: none"> <li>Closely analyzes a case to explore what happens when teachers cannot make a just choice.</li> </ul> <p>Santoro, Doris. "I Was Becoming Increasingly Uneasy about the Profession and What Was Being Asked of Me': Preserving Integrity in Teaching," <i>Curriculum Inquiry</i>, 43, no. 5 (2013): 563-587</p> <ul style="list-style-type: none"> <li>Describes ways teachers try to preserve integrity when facing great pressures in schools.</li> </ul>

<p>February 6, 2018</p>	<p>CODES OF CONDUCT AND THE PURPOSES OF EDUCATIONAL RESEARCH</p> <ul style="list-style-type: none"> <li>• What do codes of conduct provide when it comes to preventing and determining violations of ethical conduct in teaching or research?</li> <li>• What are the benefits and drawbacks of having a research code of ethics?</li> <li>• What aspects of educational research make it particularly ripe for ethical consideration?</li> </ul>	<p>American Educational Research Association, “Code of Ethics.” <i>Educational Researcher</i> (2011): 145-156.</p> <ul style="list-style-type: none"> <li>• Ethics code intended to guide educational researchers.</li> </ul> <p>Pring, Richard. “The Virtues and Vices of an Educational Researcher.” <i>Journal of Philosophy of Education</i> 35, no. 3 (2001): 407-421.</p> <ul style="list-style-type: none"> <li>• Describes conflicts between codes of research conduct and the virtues of individual researchers.</li> </ul> <p><b>Read either</b> Ohio Department of Education, “Licensure Code of Professional Conduct for Ohio Educators,” 2008. <b>Or</b> “The Model Code of Ethics for Educators,” 2015, available at <a href="http://www.nasdt.org/ethics/MCEE_Doc">http://www.nasdt.org/ethics/MCEE_Doc</a></p> <ul style="list-style-type: none"> <li>• Outlines expected conduct of school practitioners.</li> </ul> <p><b>Optional:</b> Sockett, Hugh. “The Moral and Epistemic Purposes of Teacher Education.” In <i>The Handbook of Research on Teacher Education</i>. New York: Routledge, 2008, <b>only page 59-62 required the rest is optional.</b></p> <ul style="list-style-type: none"> <li>• Describes how four different understandings of what teachers are impact the ethical behavior of teachers and how it is taught in teacher education.</li> </ul> <p><b>Optional:</b> Howe, Kenneth and Michelle Moses. “Ethics in Educational Research.” <i>Review of Research in Education</i> 24 (1999): 21-60.</p> <ul style="list-style-type: none"> <li>• Provides an overview of some of the types of ethical issues we will discuss when it comes to educational research. It also describes how understandings of protecting participants and researcher misconduct have changed due to more recent educational theory.</li> </ul>
-------------------------	---	---

		<p><b>Optional:</b> Winch, Christopher. "Accountability and Relevance in Educational Research." <i>Journal of Philosophy of Education</i> 35, no. 3 (2001): 443-459.</p> <ul style="list-style-type: none"> <li>• Describes the purposes of educational research and the responsibilities that arise for researchers in light of those purposes.</li> </ul> <p><b>Optional:</b> Clegg, J. and B. Slife. "Research Ethics in the Postmodern Context. In <i>SAGE Handbook of Social Research Ethics</i>. Los Angeles: Sage, 2008: 23-38. In CECH library reference H62. H24565 2009</p> <ul style="list-style-type: none"> <li>• Shows how postmodern research ethics differ from modern ones.</li> </ul>
<p>February 13, 2018</p> <p>**late start today at 5:30**</p>	<p>BEING A WHISTLEBLOWER FOR UNETHICAL EDUCATIONAL PRACTICE OR RESEARCH</p> <ul style="list-style-type: none"> <li>• What responsibility should educational practitioners or researchers have to blow the whistle on unethical acts? Why?</li> <li>• What are some of the ramifications of uncovering unethical educational practice or research and how might they be assuaged?</li> </ul>	<p>Couzin, Jennifer. "Scientific Misconduct: Truth and Consequences." <i>Science</i> 313, 5791 (2006): 1222-26.</p> <ul style="list-style-type: none"> <li>• This article looks at grad students who turned in their prof for lying about data.</li> </ul> <p>McNamee, Mike. "The Guilt of Whistling-Blowing: Conflicts in Action Research and Educational Ethnography." <i>Journal of Philosophy of Education</i> 35, no. 3 (2001): 423-441.</p> <ul style="list-style-type: none"> <li>• Confronts feelings of guilt that researchers may feel when they discover unethical classroom acts or research.</li> </ul> <p>Patton, Stacey. "My Advisor Stole My Research." <i>The Chronicle of Higher Education</i>, November 11, 2012.</p> <ul style="list-style-type: none"> <li>• Describes difficulties of determining how ideas originate between advisor and graduate student and when students deserve more credit.</li> </ul>

February 20, 2018	<p>PROBLEMS WITH USING STATISTICS</p> <ul style="list-style-type: none"> <li>• How might unethical reliance on and/or use of statistics influence the quality of education research, policy, or practice?</li> </ul>	<p>Special guest during class. Come prepared with a few good questions about the ethics of using statistics and quantitative research methodologies.</p> <p>Labaree, David. "The Lure of Statistics for Educational Researchers." <i>Educational Theory</i> 61, no. 6 (2011): 621-634.</p> <ul style="list-style-type: none"> <li>• Argues that the urge to quantify things leads to important classroom matters being overlooked by researchers.</li> </ul> <p>Utts, Jessica. "What Every Educated Citizen Should Know about Statistics." <i>American Statistician</i> 57, no. 2 (2003): 74-79.</p> <ul style="list-style-type: none"> <li>• Reviews 7 problems when stats are not understood correctly.</li> </ul> <p>American Statistical Association ethical guidelines.  <a href="http://www.amstat.org/about/ethicalguidelines.cfm">http://www.amstat.org/about/ethicalguidelines.cfm</a></p>
February 27, 2018	<p>INFORMED CONSENT, PRIVACY, AND MINIMIZING HARM TO RESEARCH SUBJECTS</p> <ul style="list-style-type: none"> <li>• Why do researchers or teachers have an obligation to insure the privacy of participants?</li> <li>• How is protection of privacy or informed consent best provided, especially in challenging situations?</li> </ul>	<p>Guest speaker during the class, author Bryan Warnick. Come prepared with questions from his article. He has also written about student drug testing and uses of social media, so you may inquire about ethical issues with those as well.</p> <p>Warnick, Bryan. "Surveillance Cameras in Schools: An Ethical Analysis," <i>Harvard Educational Review</i> 77, no. 3 (2007): 317-343.</p> <ul style="list-style-type: none"> <li>• Discusses ethical issues used when schools infringe on child and teacher privacy.</li> </ul> <p><b>Optional:</b> Burbules, Nicholas C. "Privacy and New Technologies: The Limits of Traditional Research Ethics." In <i>SAGE Handbook of Social Science Ethics</i>, edited by D. Mertens and P. Ginsberg. Los Angeles: Sage, 2009.</p>

		<ul style="list-style-type: none"> <li>Argues that new technologies change research ethics in terms of privacy and other key aspects.</li> </ul> <p><b>Optional:</b> Gallagher, Michael, Sarah L. Haywood, Manon W. Jones and Sue Milne. “Negotiating Informed Consent with Children in School-Based Research: A Critical Review.” <i>Children &amp; Society</i> 24 (2010): 471-482.</p> <ul style="list-style-type: none"> <li>Defines informed consent and shows difficulties with achieving it with children.</li> </ul> <p><b>Optional:</b> Dodd, Sarah Jane. “LGBTQ: Protecting Vulnerable Subjects in All Studies.” In <i>SAGE Handbook of Social Science Ethics</i>, edited by D. Mertens and P. Ginsberg. Los Angeles: Sage, 2009: 474-488.</p> <ul style="list-style-type: none"> <li>Considers the unique needs of researchers to protect privacy of queer participants and yet also increase their visibility.</li> </ul> <p><b>Optional:</b> Evans, Terry and Viktor Jakupec. “Research Ethics in Open and Distance Education: Context, Principles and Issues.” <i>Distance Education</i> 17, no. 1 (1996): 72-94.</p> <ul style="list-style-type: none"> <li>Notes problems with informed consent when doing research in online education.</li> </ul>
March 6, 2018	<p>CHALLENGES WHEN WORKING WITH SPECIAL OR DIFFERENT POPULATIONS</p> <ul style="list-style-type: none"> <li>How do we respect the differences of other cultures without being relativists?</li> <li>What complications do minority subjects</li> </ul>	<p>Rachels, James. <i>The Elements of Moral Philosophy</i>. 7<sup>th</sup> edition, Boston: McGraw-Hill, 2011. <b>Read chapter 2 only.</b></p> <p>Bridges, David. “The Ethics of Outsider Research.” <i>Journal of Philosophy of Education</i> 35, no. 3 (2001): 371-386.</p> <ul style="list-style-type: none"> <li>This article describes arguments for and against the knowledge obtained by researchers who are outside of a minority community being studied.</li> </ul>

	<p>introduce and how can they be alleviated?</p>	<p>Bledsoe, Katrina and Rodney Hopson. "Conducting Ethical Research and Evaluation in Underserved Communities." <i>SAGE Handbook of Social Research Ethics</i>. Los Angeles: Sage, 2009, 121-134.</p> <ul style="list-style-type: none"> <li>• Describes unique research ethics in under-served communities.</li> </ul> <p><b>Optional:</b> Weis, Lois. "Reflections on the Researcher in a Multicultural Environment." In <i>Research and Multicultural Education: From the Margins to the Mainstream</i>. New York: Routledge, 1992.</p> <ul style="list-style-type: none"> <li>• Considers how one's perspectives and integrity influence doing research in multicultural settings.</li> </ul> <p><b>Optional:</b> Brydon-Miller, Mary. "Covenantal Ethics and Action Research: Exploring a Common Foundation for Social Research." <i>SAGE Handbook of Social Science Ethics</i>. Los Angeles: Sage, 2009. Available in CECH library <u>H62 .H24565 2009</u></p> <p><b>Optional:</b> Brabeck, M. and Brabeck, K. "Feminist Perspectives on Research Ethics." <i>SAGE Handbook of Social Research Ethics</i>. Los Angeles: Sage, 2008: 39-53. In CECH library reference H62. H24565 2009</p> <ul style="list-style-type: none"> <li>• Shows how feminist perspectives raise particular ethical concerns.</li> </ul> <p><b>Optional:</b> Thomas, V. "Critical Race Theory: Ethics and Dimensions of Diversity in Research." <i>SAGE Handbook of Social Research Ethics</i>. Los Angeles: Sage, 2009: 54-68. In CECH library reference H62. H24565 2009</p> <ul style="list-style-type: none"> <li>• Describes the ethics of foregrounding race in education research.</li> </ul>
March 13, 2018	Spring Break	<p>Spring Break—no class</p> <p>Final version of your personal ethics statement due Tuesday, March 13 by 4:00 pm.</p>

March 20, 2018	<p>PROBLEMS WITH NARROWING WHAT COUNTS AS SCIENTIFIC IN EDUCATION RESEARCH</p> <ul style="list-style-type: none"> <li>• In what ways is narrowing what counts as scientific research in education an ethical problem?</li> <li>• How are changes in expectations for educational research impacting doctoral students?</li> </ul>	<p>Baez, Benjamin and Deron Boyles. <i>The Politics of Inquiry</i>. Albany: SUNY Press, 2009, <b>only read preface and chapters 1-3. You may skip pages 52-64, 91-97, 103-118.</b></p> <ul style="list-style-type: none"> <li>• Critiques the National Research Council's report on scientific research in education, the rise of scientism, and the push toward research in education doctoral programs.</li> </ul>
March 27, 2018	<p>PROBLEMS WITH APPLYING EDUCATION RESEARCH TO EDUCATION POLICY</p> <ul style="list-style-type: none"> <li>• How should educational research be translated into policy?</li> <li>• Can policymakers trust educational research as a basis for their work?</li> <li>• How do we go from making statements about observations in schools to normative claims about the best</li> </ul>	<p>Lorraine McDonnell, "Recognizing the Political in Implementation Research," <i>Educational Researcher</i> 45, no. 4(2016): 233-242.</p> <ul style="list-style-type: none"> <li>• Shows how politics can shape the implementation phase of research and ed policy. It uses CCSS as an example.</li> </ul> <p>Bridges, David and Michael Watts. "Educational Research and Policy: Epistemological Considerations." <i>Journal of Philosophy of Education</i> 42, no. S1 (2008): 41-62.</p> <ul style="list-style-type: none"> <li>• Asks what type of education research should inform education policy, especially when policy takes a normative stand.</li> </ul> <p><b>OPTIONAL: you may be interested in reading one of the following depending on the research methodology you find most interesting or aligned with your work:</b></p>



	<p>policies to guide education?</p> <p>Griffiths, Morwenna and Gale Macleod, “Personal Narratives and Policy: Never the Twain?” <i>Journal of Philosophy of Education</i> 42, no. S1 (2008): 121-143.</p> <ul style="list-style-type: none"> <li>• Biography and personal narratives and how they can inform policy.</li> <li>• Read this article if you have trouble choosing one.</li> </ul> <p>Elliott, John and Dominik Lukes. “Epistemology as Ethics in Research and Policy: The Use of Case Studies.” <i>Journal of Philosophy of Education</i> 42, no. S1 (2008): 87-119.</p> <ul style="list-style-type: none"> <li>• Case studies and links to education policy</li> </ul> <p>Foreman-Peck, Lorraine and Jane Murray. “Action Research and Policy.” <i>Journal of Philosophy of Education</i> 42, no. S1 (2008): 145-163.</p> <ul style="list-style-type: none"> <li>• Action research and difficulties with using it for policy.</li> </ul> <p>Conroy, James C., Robert A. Davis, and Penny Enslin. “Philosophy as a Basis for Policy and Practice: What Confidence Can we have in Philosophical Analysis and Argument?” <i>Journal of Philosophy of Education</i> 42, no. S1 (2008): 165-182.</p> <ul style="list-style-type: none"> <li>• Describes five contributions to policy from philosophy and conceptual research.</li> </ul> <p>Henig, Jeffrey R. “Politicization of Evidence: Lessons for an Informed Democracy,” <i>Educational Policy</i>, 23, no. 1 (2009): 137-160.</p> <ul style="list-style-type: none"> <li>• Discusses what happens when politics and advocacy impact the use of educational research within educational policy making.</li> </ul> <p>Lingenfelter, Paul E. <i>Proof, Policy, and Practice</i>, chapter 6. Sterling, VA: Stylus, 2016.</p>
--	--

		<ul style="list-style-type: none"> <li>How to influence policy with research</li> </ul>
April 3, 2018	<p>STRUGGLES WITH APPLYING EDUCATION RESEARCH TO FIGURE OUT “WHAT WORKS” IN TEACHING</p> <ul style="list-style-type: none"> <li>How does focusing on “what works” influence the type of education research performed and the results that are used to influence teaching?</li> <li>How should we apply education research in actual classrooms?</li> <li>What role should teachers play in shaping good educational research?</li> </ul>	<p>Pogrow, Stanley. “The Failure of the U.S. Education Research Establishment to Identify Effective Practices: Beware <i>Effective Practices Policies</i>, <i>Educational Policy Analysis Archives</i>, 25, no. 5 (2017): 1-20.</p> <p>Hlebowitsh, Peter. “When Best Practices Aren’t: A Schwabian Perspective on Teaching.” <i>Journal of Curriculum Studies</i> 44, no. 1 (2012): 1-12.</p> <ul style="list-style-type: none"> <li>Shows how research into best teaching practices may not be a good thing, largely because it’s about generalities and not real students in real places.</li> </ul> <p><b>Optional:</b> Miretzky, Debra. “A View of Research from Practice: Voices of Teachers.” <i>Theory Into Practice</i> 46, no. 4 (2007): 272-280.</p> <ul style="list-style-type: none"> <li>Offers teachers’ perspectives on research generated outside their classrooms that they are expected to apply.</li> </ul> <p><b>Optional:</b> Smeyers, Paul. “The Relevance of Irrelevant Research.” In <i>Educational Research: Why ‘What Works’ Doesn’t Work</i>, edited by Paul Smeyers and M. Depaepe. Springer, 2006.</p> <ul style="list-style-type: none"> <li>Uses the example of studying class size to show that focusing on ‘what works’ leaves out important political and economic issues in education research.</li> </ul> <p><b>Optional:</b> Oancea, Alis and Richard Pring. “The Importance of Being Thorough: On Systematic Accumulations of ‘What Works’ in Education Research.” <i>Journal of Philosophy of Education</i> 42, no. S1 (2008): 15-39.</p> <ul style="list-style-type: none"> <li>Describes how a focus on “what works” limits acceptable types of research.</li> </ul>

<p>April 10, 2018</p> <p>**late start at 5:30**</p>		<p>Discussion leaders today. At the end of class we will save time for conversations with a partner about your case analysis paper. Come prepared to talk about the case you have selected and your initial thoughts on how you will write about it so that you can get feedback and suggestions from a partner.</p>
<p>April 17, 2018</p>		<p>Final discussion leading today. Case Study Analysis workshop time and class wrap-up</p> <p>Case study due April 20 by 4:00 pm</p>