

Education 622: Proseminar in Higher Education
Fall and Winter 2017-2018
Center for the Study of Higher and Postsecondary Education
University of Michigan

Professor: Lisa R. Lattuca
Office: 2117D School of Education Building
Email: llatt@umich.edu
Class: Alternate Tuesdays, 9:00-12:00
Office hours by appointment

COURSE DESCRIPTION AND LEARNING OBJECTIVES

This course offers an introduction to Higher Education as a field of study and to educational research as source of knowledge and a genre of inquiry. As an applied field, Higher Education draws on multiple disciplines to explore and understand educational phenomena and issues, and at its best, translates the research and theory it generates into ways of understanding, informing, and evaluating practice and policy.

Two overarching learning objectives guide the design and conduct of your educational experiences in EDUC 662. The first of these broad objectives is to assist you in becoming an engaged member of the CSHPE and higher education communities by making apparent many of the norms and expectations of study in the Center for the Study of Higher and Postsecondary Education (CSHPE) and the field of higher education more generally. The second overarching goal is to engage you as active participants in discussions about the foundations, nature, conduct, and quality of educational research to prepare you for further study leading to your post-graduate roles as faculty, administrators, educators, policy makers, researchers, evaluators, and members of the higher education community.

Objective 1: Prepare for productive engagement in the CSHPE, School of Education, University, and Higher Education communities

- Identify a) the norms and expectations of doctoral students in higher education (locally and beyond) and b) strategies for successful engagement in CSHPE and the field of higher education.
- Begin to a) explore a topic of great interest to you, b) organize your knowledge and thoughts about that topic of interest, and c) devise ways to deepen that knowledge and/or pursue research interests.
- Become familiar with the types of reading, thinking, inquiring, analyzing, and writing necessary for success in the Higher Education program and in your work after graduation.
- Devise a plan for enhancing your knowledge and skills that you reconsider and

revise as you move through your doctoral program.

Objective 2: Develop a foundation of knowledge about social science inquiry, research approaches, design and methods, and views of quality of educational research

- Understand the evolution of social science inquiry and the basic commitments of past and current approaches to research.
- Examine and reflect on the affordances and constraints of current approaches to educational research
- Critically read and evaluate research in higher education
- Identify a research topic, and begin to identify important boundaries and questions by synthesizing and evaluating a related set of studies on the topic

TEXTS AND REQUIRED READINGS:

Required Text:

Please purchase the following text from an online bookseller:

- Donileen Loseke (2016). *Methodological Thinking: Basic Principles of Social Research Design* (Second Edition). Los Angeles: Sage Publications.

Required Readings:

Additional chapters and articles that appear in the syllabus will be posted on the Canvas course site. In this course, we will be reading texts carefully and closely, and referencing sections of the articles and chapters in class. You may find that you are best able to read carefully and closely when you have a hard copy of the text. *I recommend that you download and print readings, make marginal notes and pose questions, and summarize your notes on each reading.*

EXPECTATIONS AND REQUIREMENTS:

This is a yearlong course that will run from the beginning of fall term to the end of winter term. In the fall term, **we will meet every other week, on Tuesdays from 9 to 12 noon**. Our schedule of meetings for the fall term is listed below. **Please add the fall dates to your calendar**. In the winter term, we are again scheduled to meet on Tuesdays from 9 to 12 noon, but because this is the first time this course will be offered over two semesters, I want to consider how best to structure our work together in the winter term. Although we will meet on Tuesdays, we may not meet every other week. I will share ideas with you about this as the course progresses.

Fall Term Class schedule

September 5
September 19
October 3
October 17 – NO CLASS – Fall Break
October 31
November 14
November 28
December 12

Winter Term Class Schedule

January 5
January 19
February 2
February 16
February 23
March 9
March 23

How to make the most of this course: This is a doctoral seminar course that requires all students to actively participate in all class meetings. Although I have designed the course, the class sessions are our collective responsibility. To achieve our learning goals we need to fully engage with the ideas presented in the readings and with each other's ideas. Expect to consider ideas that are new, and potentially challenging to your ideas about knowledge, research, graduate school and higher education as a field. Also expect to reconsider familiar ideas from different perspectives – from the authors and from one another. Our class discussions will be successful if we take these as opportunities to raise questions, clarify understandings, challenge ideas and opinions constructively, consider how ideas can be translated into research, and learn about others' perspectives. Effective discussions are marked by attentive listening to and thoughtful consideration of ideas that are circulating among us. Please feel free to think out loud, to test and question ideas, and to engage your fellow learners in critical discussion. Since we seek to create an intellectual *community*, we are all expected to approach the ideas that we encounter with respect and genuine interest; constructive dialogue is our best route to informed, well-reasoned, and defensible judgments and conclusions.

ASSIGNMENTS OVERVIEW:

The assignments for this course are briefly described below. I will provide expanded descriptions of each assignment to guide your work, and we will discuss the assignments in class.

The course assignments are designed to build your ability to read and critique social research. We will focus primarily on research conceptualization (problem statements and conceptualizations) and methods. An advanced theory course in your concentration area will give you more practice in reading theory and using it in research.

In Proseminar, will begin by reading and discussing the history and foundations of social research (of which educational research is part). With this basic foundation, we will begin to examine elements of the research process (e.g., identifying significant research questions, reading the literature, conceptualizing research, collecting data), reading examples of educational research to anchor our explorations and discussions. These examples will allow us to consider how higher education researchers tend to approach and conduct their studies.

As we build this foundation, you will begin the process of identifying and exploring a research topic of interest to you. This yearlong project will be your major assignment for the course. You will complete it in several phases so that I can give you feedback and guidance along the way. In short, you will a) select a research topic and frame a research question, b) identify relevant research articles related to the topic, c) read, summarize, and critique each article, d) synthesize what can be learned from these articles for each phase, and finally e) evaluate your learning and what it means for your

pursuit of this research topic in the future. By the end of winter term, you should have a good idea of whether the topic is as interesting to you as you thought when you began, whether it is a viable topic for further study, and identify next steps (i.e., additional readings, refined research directions, cognate and related courses, pilot studies).

Class Participation:

A seminar course places a lot of responsibility on you, the student, to prepare and to engage with the readings and with your colleagues. Please review the schedule of readings in advance and schedule sufficient, focused reading time to prepare for each class meeting. **Class participation will contribute 30 percent of your final grade.** A rubric explaining the participation grading criteria will be posted on Canvas (Rubric Folder: Class Participation Rubric). **Please let me know in advance if you will miss a class session so I may plan accordingly.**

Written Assignments:

Assignment 1: Research Topic Reflection – Due October 3

Your first assignment is a reflective memo on your current research interests – what are they? Why do they interest you? How much do you know about the topics – from your reading, work or personal experiences? Your memo (2-4 pages) is due on October 3. It will be the foundation for an individual meeting that you will schedule with me to discuss your interests and how you can begin to pursue them.

Assignment 2: Proposal for Research Topic Exploration – Initial Due October 9, Revised Due October 23

Proseminar offers an opportunity for you to begin to explore an area of research that you may become a focus of your work during your doctoral program and beyond. Early in the fall term, you will identify a specific topical area that you will become the focus of your final paper for the course (See Assignments 4 through 7). This first step toward your topic area is *an initial research proposal* that identifies the topic you want to examine and explains its significance to higher education research, theory. This initial proposal is due Monday, October 9. After an individual meeting with me to discuss your proposed topic, you will identify no fewer than 5 empirical articles that may become part of a related set of articles that you will read, critique, and synthesize in the winter term. You will add these to your initial proposal, making any revisions or refinements we discussed in your meeting.

This assignment is ungraded – but that does not mean it is unimportant. The time you spend thinking about the problem that spurs your interest and how researchers have studied it to date will not only allow you to focus your course paper but it will allow you to plan your future activities in the doctoral program. The more work you do up front, the better our individual meeting will be, and the more quickly you will make progress toward the course goals.

Assignment 3: Journal Article Critique – Due December 1

Much of the fall semester will be devoted to preparing you to critically read you educational research. By the end of the term, you will apply what you are learning as you write a critique of a higher education journal article that I assign. This assignment, which will also prepare you for the paper you write in the winter term, is due on Friday, December 1.

I will provide an assessment rubric for this assignment so you will understand my expectations for the assignment and the criteria that I will use to evaluate your work.

Assignments 4 through 7: Research Review – Due in phases during Winter term

In the winter term, you will focus your attention on reading and evaluating a set of related articles that will allow you to explore the research topic you have identified in the fall term. This assignment has two main goals: 1) it will allow you to practice reviewing and critiquing literature, and 2) it will allow you to build a knowledge base for the research topic you chose. I hope this assignment will help you think about a program of reading on this topic (or another!), coursework, cognate course selection, and ideas about potential approaches to your qualifying examinations. We will discuss these strategies and requirements along the way, and I will provide further written guidance.

Briefly, in Phase 1 of your research review, you will summarize and annotate two articles that you have identified for your paper. I will review these quickly and provide any feedback that is needed; I simply want to be sure your annotations are well focused and provide useful information. This phase is not graded.

In Phase 2, you will compare, contrast and integrate the information in two of the empirical studies in your list of resources. This phase is designed to give you some practice in summarizing and synthesizing information, and to move you toward your final paper. It will contribute 10% to your course grade.

For Phase 3, you will have read and annotated all the articles in your list of references, and you will write a short paper about how you might categorize the studies, or components of the studies to facilitate understanding of their similarities and differences – and thus what they can tell us about your topic. Phase 3 will contribute 20% of your course grade.

All this work culminates in a course paper that is due on March 30. This completed paper will contribute 30% to your course grade. Combined with the assignments for each phase, the work you do for this course paper will account for 50% of your course grade.

I will provide assessment rubrics to guide your work and to provide feedback on the phases of this assignment. And, I am available to meet with you as needed!

SCHEDULE OF ASSIGNMENTS:

<u>Requirements</u>	<u>Due Dates</u>	<u>% of Grade</u>
Class Participation	ongoing	30%
<u>Fall Term:</u>		
Research Interests Reflection	Tuesday, 10/3	ungraded
Initial Proposal for Research Topic	Monday, 10/9	ungraded
Revised Proposal for Research Paper	Monday, 10/23	ungraded
Journal Article Review	Friday, 12/8	10%
<u>Winter Term</u>		
Research Topic Phases 1 -3: Synthesis & Critique		
Phase 1	Monday, 1/22	ungraded
Phase 2	Monday, 2/12	10%
Phase 3	Monday, 3/5	20%
Research Topic: Final Paper	Friday, 3/30	30%

All assignments for the course are due on the dates posted in this syllabus. If you have a pressing commitment, you must negotiate an alternative date with me *in advance* of the due date. Deferred (or “incomplete”) grades for the course are not advisable, and should be requested only for extraordinary circumstances. You must discuss the need for a deferred grade, and establish due date for completion of the course with me, with me *in advance* of the last day of class (Tuesday, April 3).

Format: All written assignments will conform to – and include – APA (American Psychological Association) style for citations and references. Written assignments must be double-spaced, 12-point Times Roman, with one-inch margins.

EVALUATION

In general, assignments will be evaluated using the following criteria:

- demonstration of complex understanding of social research as a genre of inquiry, indicated by quality of discussion, analysis, argumentation, and elaboration of important ideas;
- organization (logical progression of ideas and arguments);
- clear and engaging writing;
- balanced and critical discussion of ideas or arguments;
- knowledgeable and effective use of relevant literature to support claims; and
- thoughtful integration of ideas across readings.

These criteria will be further explained in the assessment rubrics that I will use to evaluate your work, and that I will provide to you in advance of the due date of the assignment. ***Please consult the rubric before you begin writing so you understand the expectations for each assignment.*** Since this is the first time I have taught this course, and the format and approach is undergoing some change, I will be asking for your feedback on the evaluation criteria as the course progresses.

Grading Scale: The scale used for determining final course grades will be:

A	3.7 - 4.0	C+	2.2 - 2.49
A-	3.4 - 3.69	C	2.0 - 2.19
B+	3.1 - 3.39	D	1.1 - 1.99
B	2.8 - 3.09	F	0 - 1.0
B-	2.5 - 2.79		

ACADEMIC INTEGRITY:

You are expected to comply with the Rackham Policy on Academic Integrity (http://www.rackham.umich.edu/policies/academic_and_professional_integrity/statement_on_academic_integrity/). Academic dishonesty includes, but is not limited to, falsifying or fabricating information, plagiarizing the work of others, facilitating or failing to report acts of academic dishonesty by others, submitting work done by another as your own, submitting work done for another purpose to fulfill the requirements of a course, or tampering with the academic work of other students. If you are unsure what constitutes a violation of academic integrity, please come talk with me.

ACCOMMODATIONS FOR STUDENTS WITH DOCUMENTED NEEDS:

If you need an accommodation for a documented need, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way I teach may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the office of Services for Students with Disabilities to help us determine appropriate accommodations. I will treat any information you provide as private and confidential. See <http://www.umich.edu/~sswd/> for more information about services for students with disabilities.

RELIGIOUS OBSERVATION:

This class observes University defined holidays (such as Labor Day, Thanksgiving Day, Fall Break). Because other days may be of more significance to you than a University-designated holiday, please inform me as soon as possible if a class day or due date for a class assignment conflicts with your observance of a holiday that is important to you. I will work with you to accommodate your needs.

SCHEDULE OF READINGS AND ASSIGNMENTS

Week 1: September 5

Introduction to the Course, Doctoral Study, and Research in Higher Education

TEXT:

Loseke, D. R. (2017). Exploring the world of social research design. In *Methodological Thinking: Basic Principles of Social Research Design* (pp. 1 -16). Los Angeles: Sage.

CANVAS:

Baker, V., Pifer, M. J., & Griffin, K. A. (2014). Mentor-protégé fit: Identifying and developing effective mentorship across identities in doctoral education. *International Journal for Researcher Development*, 5(2), 83-98.

Hall, L. A., & Burns, L. D. (2009). Identity development and mentoring in doctoral education. *Harvard Educational Review*, 79(1), 49-70.

Week 2: September 19

Foundations of Social Research, Part I

TEXT:

Loseke, D. R. (2017). Foundations. In *Methodological Thinking: Basic Principles of Social Research Design* (pp. 17-33). Los Angeles: Sage.

Loseke, D. R. (2017). Research Questions. In *Methodological Thinking: Basic Principles of Social Research Design* (pp. 35-51). Los Angeles: Sage.

CANVAS:

Jaccard, J. & Jacoby, J. (2010). The nature of understanding. In *Theory Construction and Model Building Skills: A Practical Guide for Social Scientists*, (pp. 6-21). NY: Guilford Press.

Week 3: October 3

Foundations of Social Research, Part II Positivism and Postpositivism

DUE: Research Topic Reflection – Tuesday, October 3

DUE: Initial Research Topic Proposal – Monday, October 9

Continued on next page

TEXT:

Loseke, D. R. (2017). Measurement. In *Methodological Thinking: Basic Principles of Social Research Design* (pp. 71-86). Los Angeles: Sage.

CANVAS:

Babbie, E. (2011). Paradigms, theory and research. In *The Basics of Social Research* (pp. 32-63). Belmont, CA: Wadsworth, Cengage Learning.

Coughlan, M., Cronin, P., Ryan, F. (2007). Step-by-step guide to critiquing research, part 1: Quantitative research. *British Journal of Nursing*, 16(11), 658-663.

Adedokun, O. A., Bessenbacher, A. B., Parker, L. C., Kirkham, L. L. & Burgess, W. D. (2013). Research skills and STEM undergraduate research students' aspirations for research careers: Mediating effects of research self-efficacy. *Journal of Research in Science Teaching*, 50, 940–951. doi:10.1002/tea.21102

Feldon, D. F., Maher, M. A. Roksa, J., & Peugh, J. (2016). Cumulative advantage in the skill development of STEM graduate students: A mixed-methods study. *American Educational Research Journal* 53(1), 132-161.

**October 17 – NO CLASS
FALL BREAK**

Please schedule an individual meeting with me, between October 9 and October 20 to discuss your proposal for your winter term paper.

DUE Monday, October 23: (Revised) Research Topic Proposal

**Week 4 – October 31
Foundations, Part III
Interpretivism and Critical Approaches**

CANVAS:

Montuschi, E. (2003). Introduction: Objectivity, science, and social science. In *The objects of social science* (pp. 1-20). New York: Continuum.

Ryan, F., Coughlan, M. & Cronin, P. (2007) Step-by-step guide to critiquing research, part 2: Qualitative research. *British Journal of Nursing*, 16(12), 738-744.

Tracy, S.J. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10), 837-851.

Kiyama, J. M. (2011). College aspirations and limitations: The role of educational ideologies and funds of knowledge in Mexican American families. *American Educational Research Journal*, 47(2), 330-356.

Tieken, M.C. (2016). College Talk and the Rural Economy: Shaping the Educational Aspirations of Rural, First-Generation Students, *Peabody Journal of Education*, 91(2), 203-223. DOI: 10.1080/0161956X.2016.1151741

Week 5 – November 14 Literature Reviews
--

TEXT:

Loseke, D. R. (2017). Literature reviews. In *Methodological Thinking: Basic Principles of Social Research Design* (pp. 53-70). Los Angeles: Sage.

CANVAS:

Antonio, A. (2004). The influence of friendship groups on intellectual self-confidence and educational aspirations in college. *Journal of Higher Education*, 75 (4), 446-471

Eccles, J. (2011). Gendered educational and occupational choices: Applying the Eccles et al. model of achievement-related choices. *International Journal of Behavioral Development*, 35(3), 195 -201.

Rocco, T.S. & Plakhotnik, M. (2009). Literature reviews, conceptual frameworks, and theoretical frameworks: Terms, functions, and distinctions. *Human Resource Development Review*, 8(1), 120-130.

Week 6 - November 28 Samples and Data Collection

Due: Friday, December 1 – Journal article critique

TEXT:

Loseke, D. R. (2017). Data generation techniques. In *Methodological Thinking: Basic Principles of Social Research Design* (pp. 87-107). Los Angeles: Sage.

Loseke, D. R. (2017). Samples. In *Methodological Thinking: Basic Principles of Social Research Design* (pp. 109-126). Los Angeles: Sage.

Week 7 – December 12**Reflection on your first semester, and what comes next?****TEXT:**

Loseke, D. R. (2017). Summary: Thinking about social research design. In *Methodological Thinking: Basic Principles of Social Research Design* (pp. 127-141). Los Angeles: Sage.

CANVAS:

O’Meara, K., Rivera, M., Kuvaeva, A., & Corrigan, K. (2017). Faculty learning matters: organizational conditions and contexts that shape faculty learning. *Innovative Higher Education*. DOI 10.1007/s10755-017-9389-8

Week 8 – January 5**Graduate education in social and behavioral sciences****CANVAS:**

Baker, V. L. & Lattuca, L. R. (2010). Developmental networks and learning: Toward an interdisciplinary perspective on identity development during doctoral study. *Studies in Higher Education*, 35(7), 807–827. DOI: 10.1080/03075070903501887

National Academies of Sciences, Engineering, and Medicine. (2017). Graduate Training in the Social and Behavioral Sciences: Proceedings of a Workshop—in Brief. Washington, DC: The National Academies Press. DOI: 10.17226/24891

WEEK 9 – January 19**The field of higher education**

DUE Monday, January 22: Phase 1 of your course paper

CANVAS:

Card, K., Chambers, C. R., & Freeman, S., Jr. (2016). Is there a core curriculum across higher education doctoral programs? *International Journal of Doctoral Studies*, 11, 127-146. Retrieved from <http://ijds.org/Volume11/IJDSv11p127-146Card2042.pdf>

Saunders, D. B., Kolek, E. A., Williams, E. A., & Wells, R. S. (2016). Who is shaping the field? Doctoral education, knowledge creation and postsecondary education research in the United States, *Higher Education Research & Development*, 35(5), 1039-1052. DOI: 10.1080/07294360.2016.1139552

Review Article – Sample for discussion

Evans, C. (2013). Making sense of assessment feedback in higher education. *Review of*

Educational Research, 83(1), 70–120. DOI: 10.3102/0034654312474350

OPTIONAL: For an example of an analytical review:

Hadwin, A. & Oshige, M. (2011). Self-Regulation, coregulation, and socially shared regulation: Exploring perspectives of social in self-regulated learning theory. *Teachers College Record*, 113(2), 240–264.

Week 10 – February 2

Relating the Theoretical and Empirical

DUE Monday, February 12: Phase 2 of your course paper

Article Discussion 1 – Student-led

Article and Discussion Leaders TBA

CANVAS:

Boote, D. & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34(6), 3-15.

Maxwell, J. A. (2006). Literature reviews of, and for, educational research: A commentary on Boote and Beile's "Scholars before researchers." *Educational Researcher*, 35(9), 28-31.

Wisker, G. (2015) Developing doctoral authors: engaging with theoretical perspectives through the literature review, *Innovations in Education and Teaching International*, 52(1), 64-74, DOI: 10.1080/14703297.2014.981841

Week 11 - February 16

Research Integrity

Article Discussion 2 – Student-led

Article and Discussion Leaders TBA

CANVAS:

Butler, C. (2010). Journals step up plagiarism policing Cut-and-paste culture tackled by CrossCheck software. *Nature* 466, 167, doi:10.1038/466167a.

Steneck, N. H. (2006). Fostering integrity in research: Definitions, current knowledge, and future directions. *Science and Engineering Ethics*, 12(1), 53-74.

Indiana University (via UM libraries): How to recognize plagiarism: Tutorials and Tests
Set of tutorials:

<https://www.indiana.edu/~academy/firstPrinciples/tutorials/index.html>

The Certification test:

<https://www.indiana.edu/~academy/firstPrinciples/certificationTests/index.html>

Week 12 - February 23

Preparing for the next stages of your program, Part 1

Article Discussion 3

Article and Discussion Leaders TBA

QPA and B Rubrics

QPA examples to come – REVIEW FOR STUDENT PANEL DISCUSSION

CSHPE Student Panel: Preparing for QPA and B

BREAK WEEK - February 26 to March 2

Week 13 - March 9

Preparing for the next stages of your program, Part 2

CANVAS:

Wilkinson, A. (2015). The rules of the game: a short guide for PhD students and new academics on publishing in academic journals, *Innovations in Education and Teaching International*, 52(1), 99-107. DOI: 10.1080/14703297.2014.978350

Sample Conference Proposals – for discussion

CSHPE Student Panel: Planning your doctoral experience inside and outside the classroom

Week 14 - March 23

Doctoral student experiences and success

Due Friday, March 30: Final Course Paper

CANVAS:

Baker, V. L., Pifer, M. J., & Flemion, B. (2013). Process challenges and learning-based interactions in stage 2 of doctoral education: Implications from two applied social science fields. *Journal of Higher Education*, 84 (4), 449-476.

Baker, V. L., & Pifer, M. J. (2014). Preparing for practice: Parallel processes of identity development in stage 3 of doctoral education. *International Journal of Doctoral Studies*, 9, 137-154.

Gardner, S. (2009). Conceptualizing success in doctoral education: Perspectives of faculty in seven disciplines. *The Review of Higher Education*, 32, 383–406.