SCHOOL OF EDUCATION
UNIVERSITY OF MICHIGAN

Education 524	**Inquiry on Educational Issues** **Mondays, 1-4PM, SEB 2241** **No class: 1/17/22 OR 2/28/22**
Remote Access	Please join us remotely if you are feeling ill, but well enough to participate. **Join Zoom Meeting** https://umich.zoom.us/j/98751781155 **Meeting ID: 987 5178 1155** **Passcode: 048502** **COVID Guide**
Instructor	Tom Drake tdrakejr@umich.edu **Cell: 734 626 4591 (please text first)** **Office Hours by appointment. My calendar is publicly viewable. Please send me a calendar invite and a zoom meeting link.**
Required Text	**Booth, W. C., Colomb, G. G., & Williams, J. M.. The craft of research (Any ed.). University of Chicago Press.** **Field Guide to Human Centered Design** IDEO
Technology Tools	**Mendeley** (please install and review basic functionality before class) **Michigan Online** **LinkedIn Learning** **UM Libraries** **The Google Suite**
Academic Resources	**Reading Levels Handout** (Courtesy of Dr. Robert Bain) **Sweetland Writing Center** (UM) **Reading Comprehension Tips** (UNC Learning Center) **Tips for Online and Remote Learning** (UNC Learning Center)

Introduction

Education 524 is intended to be different than many courses you have taken before. In most courses, the instructor plays the role of content expert communicating knowledge in a specific field of study. In Education 524, the instructor is not the expert but the facilitator of students' developing expertise on a topic they are passionate about. Luckily, the instructor is not alone in the process. This course will require classmates to do the same—share feedback, offer different perspectives, and be critical partners in the work that lays ahead.

Education 524 is centered on the process of inquiry. Much of the class time will be focused on workshopping ideas and The course intends to leverage the process of inquiry to facilitate your expertise on an educational topic you are passionate about. To support this, there will be active instruction on the following topics: inquiry (I), design (D), synthesis (S), social entrepreneurship/innovation (SE), collaborative teaming (CT), and project management (PM). However, *lecture*s will be at a minimum, the majority of course sessions will utilize a studio/workshop model to share your new knowledge and receive feedback from your colleagues.

In addition to the structured content, student learning will be driven by their own inquiry on their topic of interest. Students will establish their own knowledge base on their topic of interest. They will create a collection in Mendeley to organize and take notes on their resources. As students build their knowledge, they will be asked to assume a professional role. These roles include: researcher; policy professional; community based organizer/organization; educator; documentarian; or artist. Students will then create a final project associated with their role to externalize their learning on their topic of interest ([content road map](#)).

The course is intended to be rigorous and fun at the same time. I want you to be engaged and encourage you to offer feedback openly to help me in better serving your learning goals. I have 3 expectations of students in this course. I expect that students in this course will: contribute to a culture of collaboration; promote a culture of care; and have an awareness of themselves and their interactions with others.

Grading

A+ 98-100
A   93-97
A- 90-92
B+ 88-89
B   83-87
B- 80-82
C+ 78-79
C   73-77
C- 70-72
F   0-69

Assignments

1. **Research Reflection Journal** **25 pts.**

Students are expected to collect 2 resources per week (1 must be a peer reviewed study). They will be using the journal to reflect on their research and learning in class.

2. **Mendeley Collection/Library** **10 pts.**

Students are expected to collect 2 resources per week. They should review the resources and take notes using Mendeley.

3. **Project Plan** **25 pts.**

Students will design a project plan based on their role. The plan will include a conceptual paper (10 pts.); logic/impact model; and gantt chart.

4. **Final Project** **20 pts.**

Students will complete a final project based on their selected role. Please refer to the content road map for more details.

5. **Presentation** **10 pts.**

Students will share their final projects with the class. Students must be able to clearly articulate how the project addresses their topic of interest and is informed by their research.

6. **Participation** **10 pts.**

Participation and engagement in class.

*APA formatting is expected on all written assignments. (Purdue Owl Style Guide)

Acknowledgements

The University of Michigan, named for Michigami, the world's largest freshwater system and located in the Huron River watershed, was formed and has grown through connections with the land stewarded by Niswi Ishkodewan Anishinaabeg: The Three Fires People who are the Ojibwe, Odawa, and Potawatomi along with their neighbors the Seneca, Delaware, Shawnee and Wyandot nations.

We also acknowledge that this country would not exist if it wasn't for the free, enslaved labor of Black people. We honor the legacy of the African diaspora and Black life, knowledge and skills stolen due to violence and white supremacy. Black lives matter.

NOTE: This course will utilize many fixed assets through Coursera and LinkedIn learning. I leverage these resources for content, but DO NOT expect you to complete any quizzes or assignments for these courses. As a UM student, you may complete these activities to receive certificates but do not need to do it for this class. This syllabus is a living document and may change over the course of the term.

1-10	Introduction to the course Review of the syllabus Slide intro/ A topic of interest Using Mendeley Richard Milner: The seen, the unseen, and the unforeseen Reading Break Breakout room discussions and share out

Before Next Class	Giving and Receiving Feedback (CT)
	
	Craft of Research Part Two: Asking Questions, Finding Answers (I) (pp. 37-107 in 2nd ed.)
	
	Field Guide to Human Centered Design pp. 71-73 & 129-131 (I) (D)
	
	Becoming A Social Entrepreneur (Week 2)
	
	Journal Entries
	    A. What is an educational topic that you are passionate about? What are you so interested in this topic?
	    B. Use Milner to examine your own positionality in relation to this topic.
	    C. Summaries of articles/resources (4).
	    D. Create 10 questions that you could ask about your topic of interest.
	    E. How did research support the success of Vroom and Asili?
	    F. How does research support social entrepreneurship?

1-24	Review Content Breakout discussion topics Workshop Topics
Before Next Class	Being an Effective Team Member (CT)

Craft of Research Chapters 8 & 9 (I) (pp. 127-150 in 2nd ed.) (I)

[Becoming A Social Entrepreneur](#) (Week 3) (D)

Journal Entries
  A. Summaries of articles/resources (2).
  B. Refine your 10 questions about your topic of interest to 3 open questions.
  C. What claims or arguments about your topic might you be able to make about your topic based on your readings thus far?

1-31	Review Content Breakout discussion topics Workshop Topics: Refining our questions and research.

Before Next Class	Schick-Makaroff, K., MacDonald, M., Plummer, M., Burgess, J., & Neander, W. (2016). What Synthesis Methodology Should I Use? A Review and Analysis of Approaches to Research Synthesis. AIMS public health, 3(1), 172–215. https://doi.org/10.3934/publichealth.2016.1.172 (S)
	
	Journal Entries
	  A. Summaries of articles/resources (2).
	  B. Synthesize One of these resources with two prior readings.

2-7	Guest Speaker: Gabriel Dellavechia Review Synthesis Workshop Topics: Synthesis [Slides](#)
Before Next Class	**Guest Speaker 2: Dr. Deborah Rivas-Drake** Deborah Rivas-Drake, Ph.D., is a Professor of Education and Psychology at the University of Michigan. Together with the Contexts of Academic + Socioemotional Adjustment (CASA) Lab, she examines how school, peer, family, and community settings can support adolescents in navigating issues related

	to race and ethnicity, and how these experiences inform young people's academic, socioemotional, and civic development. Review Readings to prepare: Measuring SEL; Transformative SEL (skim); American Girl Book Project management Foundations (PM) *Journal Entries* A. Summaries of articles/resources (2). B. Reflect on the **roles** in the road map (here).Who are you in this work?

2-14	Slides Guest Speakers Getting into Partner Teams: Surfacing Artifacts
Before Next Class	**Guest Speaker 3: Valentina Payne, Chief of Staff (Andrew Rotherham), Bellwether Education Partners** **Background**: Valentina Payne joined Bellwether in 2021 as chief of staff to Andrew Rotherham on the External Relations team. Prior to Bellwether, she spent seven years at brightbeam (formerly Education Post) where she most recently served as its chief growth officer, overseeing operations, finance, fundraising, and strategic growth of the organization. In this role, she built on her work as a legislative projects manager at StudentsFirst, where she worked in a handful of states across the U.S. to ensure quality education policies were being passed into law. (bio) Education Post Readings: Article 1; Article 2 Be prepared to move forward with a role *Journal Entries* A. Summaries of articles/resources (2).

| 2-21 | Logic Models and Impact Ladder

[Logic Model](#)

Case Videos: [Case Video 1](#); [Case Video 2](#)

Guest Speaker |
|---|---|
| **Before Next Class** | Draft 1 of Conceptual Paper: Describe the concept of your final project.
● 4-5 pages
● APA
● In a Shareable Doc Format prepared for peer review
    ○ You may wish to write in WORD and then upload to Docs
    ○ Mendeley
        ■ [Citation Plugin (Word)](#)
        ■ [Drag Mendeley citation into Google Doc video](#)

Journal Entries
A.   Summaries of articles/resources (2). |

3-7	Paper Peer review Guest Speakers
Before Next Class	[Hidden Brain: Obstacles You Don't See](#) (D) **Final Draft Conceptual Paper** *Journal Entries* A. Summaries of articles/resources (2). B. How does your project integrate concepts of fuel and friction?

3-14	[Slides](#) Review Content Workshop Project Plans
Before Next Class	[Hidden Brain: Choose Carefully](#) (D)

	Revise Project Plan Concept and Timeline
	Begin Prototyping
	Prepare for Guest Speaker: Lily Altavena
	[School takeovers leave parents without a voice in education](#)
	I'm an education journalist at the Detroit Free Press, building a new beat focused on inequities in Michigan's public school system. I joined the Free Press in 2021 after three years of education reporting at The Arizona Republic, with stints as an environment and city reporter.

3-21	Review Content Project Workshop
Before Next Class	BYC (Bring your own content) *Journal Entries* A. Reflect on your project progress?

3-28	Project Workshop
Before Next Class	BYC (Bring your own content) **Final Journal Due Mendeley Library Due**

4-4	Project Workshop
Before Next Class	Complete Final Project Plan

4-11	Final Presentations

4-18	Final Project Materials Due

Campus Resources

Communication

We will communicate frequently over email or via Canvas announcements (which also appear in your email) - please read these messages in their entirety. You will be responsible for reading all information sent out over email. Please include the course number in the subject line whenever you send me an email. I will do my best to respond to your email within 24 hours.

Religious Observances

Please notify me if religious observances conflict with class attendance, community participation, or due dates for assignments so that we can make appropriate arrangements.

Caregiving Needs

Please let me know what accommodations for caregiving responsibilities would facilitate your class attendance, community participation, or completion of assignments so that we can make appropriate arrangements.

Accommodations

If you need an accommodation for a disability, please let me know as soon as possible. Many aspects of this course can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like.

Note on Academic Integrity

The University of Michigan does not tolerate academic dishonesty (i.e., cheating, plagiarism). Anyone caught cheating will be reported to the Academic Judiciary Board. If you are having problems with course material, please come to office hours or make an appointment to see me. Cheating, plagiarism, and all other forms of academic misconduct will not be tolerated, and appropriate university and departmental procedures will be followed. For information regarding academic integrity, please visit: https://www.lib.umich.edu/academic-integrity

Campus Resources

The Spectrum Center https://spectrumcenter.umich.edu/

Services, workshops, and support for LGBTQ+ students, staff, and faculty at the university through education, advocacy, and community building.

·   **Location: 530 S State St, Room 3020**

·   **Phone: (734) 763-4186**

·   **Email: spectrumcenter@umich.edu**

Learn more about personal pronouns:

https://spectrumcenter.umich.edu/article/designated-pronouns

Sweetland Writing Center   https://lsa.umich.edu/sweetland/graduates.html

The Sweetland Writing Center offers graduate students writing assistance through various programs.

·   **Location: 1310 North Quad**

·   **Phone: (734) 764-0429**

·   **Email: sweetlandinfo@umich.edu**

Office of Services for Students with Disabilities **http://ssd.umich.edu/**

Offers selected student services which are not provided by other University offices or outside organizations. Services are free of charge. Assists students in negotiating disability-related barriers to the pursuit of their education. Strives to improve access to University programs, activities, and facilities for students with disabilities.

· **Location: G-664 Haven Hall, 505 South State Street**

· **Hours: 8:00AM-5:00PM Mon-Fri**

· **Phone: (734) 763-3000**

· **E-mail: ssdoffice@umich.edu**

University Health Service (UHS) **https://uhs.umich.edu/**

· **Phone: (734) 764-8320**

· **You may also consult https://www.uhs.umich.edu/mentalhealthsvcs or for alcohol or drug concerns, see http://www.uhs.umich.edu/aodresources**

Mental Health Support Resources

The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/. In addition, the School of Education has an "embedded social worker" who is our liaison to CAPS; her name is Kristen Carney, LMSW, and she can be reached at the same number listed above.

· **Location: Third floor of the Michigan Union (Room 3100)**

· **Hours: 8:00AM-7:00PM Monday-Thursday and 8:00AM-5:00PM Friday**

Support for Students Experiencing Food/Housing Insecurity, and/or Financial Strain

Any student who faces challenges securing food, housing or other basic needs and believes this may affect their performance in the course is urged to contact the Dean of Students Office (734-764-7420; deanofstudents@umich.edu; 609 Tappan Street) for support.

Maize & Blue Cupboard: **https://mbc.studentlife.umich.edu/**

Sources of emergency funds:

http://www.cew.umich.edu/funding/emergency-funding/

https://rackham.umich.edu/funding/funding-types/rackham-graduate-student-emergency-funds/

Office of Student Conflict Resolution http://www.oscr.umich.edu/

How to request services (report an incident, file a complaint, or request conflict resolution services) from the Office of Student Conflict Resolution:

●   By Email - Email the Office of Student Conflict Resolution at oscr@umich.edu to request support during normal business hours (Monday-Friday, 8am-5pm). If it is after hours, a staff member will get back with you by the next business day.
●   By Phone - Call the Office of Student Conflict Resolution at 734-936-6308 to request support during normal business hours (Monday-Friday, 8am-5pm). If it is after business hours, leave a message and a staff member will get back with you by the next business day.
●   Online - Submit a "Request for Conflict Resolution Services" form online using **this link**. Please do not use this form to report emergencies or time-sensitive requests. Submissions are reviewed when University offices are open and will be responded to within one business day.

If you or anyone you know feels unsafe or is in danger, please call 911 or Ann Arbor Police at 734-794-6920 or DPSS at 734-763-1131.

Resources related to Discrimination/Harassment and Sexual Misconduct
https://oie.umich.edu/

Phone: (734) 763-0235

Remote Office Hours: https://oie.umich.edu/remote-office-hours/

Sexual Assault Prevention and Awareness Center https://sapac.umich.edu/

Open for Remote Services: Monday - Friday 9am-5pm
Please email SAPAC@umich.edu to set up an appointment.
·   Location: 4130 Michigan Union, 530 S. State Street
***Located on the 4th floor of the Michigan Union**
·   24-hour Crisis Line: (734) 936-3333
·   Office Phone: (734) 764-7771

ITCS Computing Assistance Hotline http://its.umich.edu/help/

Provides support for various computer resources and services at the University of Michigan.

Monday–Friday: 7:00 a.m.–6:00 p.m.

Sunday: 1:00 p.m.–5:00 p.m. (email only)

(734) 764-HELP