SYLLABUS
Reviewing Research for Professional Learning I: Developing a Research Knowledge Base[1]
ED 737 001, Winter, 2022, Tuesdays, 1-4 pm
Pamela Moss[2][3] (pamoss@umich.edu)

Learning from existing research is a fundamental part of scholarship. This course will support each participant in building and organizing a personal knowledge base of published research and related resources *for a scholarly agenda they choose to pursue*, in critically evaluating the knowledge base for what can be learned and whose knowledge counts, and in using the knowledge base to support the learning of others.

In the past few decades, systematic research review or research synthesis methodology has become a field of study with its own journals, multiple organizations/collaboratives that support research synthesis work, texts describing different methods for how to develop and evaluate research syntheses, and technologies that enhance (and constrain) their production. The field has also provoked critiques and controversies about the implications of different choices for what can be learned and whose interests are served (see Hammond, Moss, Lagoze, and Huynh, 2020). Course participants will be introduced to the methodological resources in this field and to the controversies and critiques as they make decisions about building and using their own knowledge bases.

We will learn and practice systematic methods for discovering, evaluating, and selecting existing research to include in your knowledge base; for analyzing and synthesizing the research to address particular research questions or learning goals; and for using digital tools to maintain the knowledge base so you can build on it over time, privileging methods that enable reviews of multi-methodological bodies of research. We'll consider, as well, critical theories that might be brought to bear in evaluating a knowledge base, including those that illuminate and challenge the workings of power and privilege.

The major project for the course is the digital knowledge base each participant develops, along with a description of the methods and analytical framework through which it was built and organized, a map overviewing the knowledge base, and a prospectus for how they *plan* to use it to support the learning of others. The prospectus could be for a conventional research review (like those published in *Review of Educational Research* or *Review of Research in Education*), a syllabus for a course, a power point presentation for a professional workshop, or an alternative we might imagine together.

Participants may *choose to work in small teams in constructing and mapping a knowledge base* that reflects shared goals, but everyone will be asked to write their own prospectus. This work will be scaffolded in weekly assignments and will include regular 1x1 conversations with the instructor.

Participants interested in further pursuing the project described in their prospectus are welcome to make additional progress within the time frame of this course, to enroll in the sequel, *Reviewing Research for Professional Learning II: Writers' Workshop*, or to explore an independent study with the instructor in a subsequent term.

Prerequisites are an introductory course in quantitative and qualitative research methods, such as ED 695, or ED 792 and ED 793 (one of which may be taken concurrently), or permission of instructor.

---

[1] An earlier version of this class was developed and taught in collaboration with J. W. Hammond.

[2] My preferred pronouns are she/her/hers and I like to be called Pamela. So I can learn and honor your preferences, please take a few minutes to complete the getting acquainted questionnaire in Canvas.

[3] I will post sign up times for individual meetings in Canvas, anticipating a meeting about once every two-three weeks. I'm also happy to respond over email to any questions or to requests for additional 1x1 meetings.

Taking Care of Ourselves and Each Other[4]

In this course, it matters deeply to me that each of us can find meaning and purpose in our work together and in the potential of education research for doing good in the world. It also matters that we find ways to develop a sense of community where everyone feels like their learning is supported, that it is worth taking risks, and that they are making progress on developing their own scholarly agenda. I hope each of you will think with me about ways we can accomplish this, whether in class dialogue, in Canvas discussion items, in private communication with me, or via our anonymous feedback form (linked on the Canvas home page). Early in the course, we will engage in dialogue about our norms for interaction, collaborative work, and staying health conscious, recognizing that the issues we discuss can be challenging in multiple ways, and we will continue to reflect on our progress throughout the course. Beyond that, I want each of you to know that if personal circumstances arise outside of class that need your attention, we will work together to make sure you have the time and space you need to address them. If there is anything I can do individually to better support your learning or your general wellbeing, I want to know; I'm on email daily and can usually schedule a meeting within 48 hours.

Logistics

Course Project

The development of the course project--the digital knowledge base along with text describing how it was developed (methods), what it contains (map), and how you plan to use it (prospectus)--will be scaffolded in weekly assignments and 1x1 meetings with the me throughout the term. Detailed guidelines will be provided as the course unfolds and I learn more about everyone's scholarly agenda and the progress they have made in developing it. A *tentative outline* for what I'll expect by the end of the term can be found here, as a google doc, for your review and comments. Your responses to the "Getting Acquainted Questionnaire, " in Canvas, will help me learn about your background, interests, and goals for the course.

Weekly Reading and Writing Assignments

Weekly assignments will typically involve (a) readings with suggestions for things to attend to and informal notes to bring for use in class and (b) **tasks with write-ups related to your project which will be due by 6 pm Sunday** to allow me (and sometimes your classmates) time to review them before Tuesday's class. *If you need to be absent from class or to turn in an assignment late, please e-mail me before the class or due date if possible, so I can plan with that in mind*. Since a primary goal of the course is to support development on your own scholarly agendas, please assume that assignments will be tailored as the course proceeds to better support our collective and individual progress.

Technology/Digital Resources

We will use Canvas for most of our work together with Zoom as needed for remote meetings. Since we will frequently use class time for workshopping activities, please be sure to have a laptop or electronic notebook in class that will allow you to access the internet, read and annotate articles, compose text, and work with your digital knowledge base.

For the course project, we will draw on a range of digital tools to which you have access as a U-M student. I am suggesting Zotero as the platform to build our knowledge bases: [5] Zotero is available for download for free with some online storage space and allows collaboration, export, and sharing. You will also need access to software for annotating pdfs (e.g., Adobe Acrobat DC, which is free for UM

---

[4] A list of University support services for students can be found at the end of this syllabus.
[5] If you are already using different bibliographic software, we can likely work with it. Let's talk about it at our first meeting.

students via Adobe Creative Commons), for managing extracted text and codes to support analysis (e.g., Google Spreadsheet or Microsoft Excel), and for preparing presentation slides (e.g., Microsoft PowerPoint), in additional to standard word processing software. We can explore the potential of additional digital tools as the course unfolds.[6]

Formative Evaluation and Grading

The activities described above are intended to support your learning; they are opportunities for you to try out what you are learning and for me (and your colleagues) to offer feedback and suggestions. Thus my primary mode of evaluation will be written and oral comments on project assignments and dialogue about next steps.

I intend to minimize the impact of grades on our class interaction to the extent possible. My assumption is that everyone who fully engages the learning opportunities of the class--who comes to class with homework carefully prepared, who participates fully in small and whole group discussions and activities, who turns assignments in *on time* so that others can benefit from them, and who takes feedback into account in subsequent assignments—will receive at least an A-. I will let individuals know if their participation is falling below what would be expected for an A- so we can discuss next steps. I reserve the grade of A for work that exceeds these expectations, typically in terms of conceptual depth or analytic insight evident in the written assignments consistent with the resources and feedback provided. For students who do not need a letter grade, and would prefer to take the class S/U, I will be glad to support that request (and to negotiate a slightly reduced scope of work on the project).

The success of our class *also* depends on *your* comments to me about how to make the class better--more useful, meaningful, manageable, comfortable, collaborative, engaging--for you. I welcome feedback and suggestions at any time in any form that feels comfortable: anonymously via a google form that will remain open for the term, written via email or in asides on assignments, and in our 1x1 meetings. I will also make time in class for you to provide suggestions and to engage in some co-design.

Working List of Readings
(from which we'll select weekly assignments, under construction throughout the term!)

The readings are organized into three general categories: (a) *methodological guidance* for (systematic) reviews of research; (b) *examples* of published research reviews, maps, and protocols that both illustrate and push beyond the methodological guidance; and (c) *critical readings* that highlight the workings of power and privilege, with special attention to theories of epistemic (in)justice and pluralism/pluriversality.

With the exception of one textbook which you'll need to obtain by the third week of class, *An Introduction to Systematic Reviews* (Gough, Oliver, and Thomas, 2017),[7] all reading/listening/viewing assignments will be posted in Canvas assignments with links to where they can be accessed through the U-M library or elsewhere online.

---

[6] Minh Huynh (minhhq@umich.edu), a postdoctoral researcher working with me on a knowledge base project, will support our work with digital tools.

[7] I chose the textbook because its authors have long been central centrally positioned within the field of systematic review methodology, emphasizing methods and technologies that support syntheses of multi-methodological bodies of primary research, which are now being incorporated into the methodological guidance provided by the major international systematic review collaboratives. I believe it's important to be able to use and critique methods from these dominant perspectives. I also appreciate their attention to collaborating with stakeholders in producing reviews.   Since the second edition has been updated substantially, that is the edition we will use.

Required Textbook

Gough, D., Oliver, S., & Thomas, J. (2017). *An introduction to systematic reviews* (2nd ed.). London, UK: SAGE.

Additional Methodological Guidance

Murphy, K. P., Knight, S. L., & Dowd, A. C. (2017). Familiar paths and new directions: Inaugural call for manuscripts. *Review of Educational Research*, *87*(1), 3-6. https://doi.org/10.3102/0034654317691764

Newman, M & Gough, D. (2019). Systematic Reviews in Educational Research: Methodology, Perspectives and Application. In O, Szwacki-Richter, M. Kerres, S. Bedenlier, M. Bond, & K. Buntins (Eds.) *Systematic Reviews in Educational Research* (pp. 3-22). Springer VS, Wiesbaden.

Saran, A., & White, H. (2018). *Evidence and gap maps: A comparison of different approaches*. Oslo, Norway: Campbell Collaboration. https://doi.org/10.4073/cmdp.2018.2

Suri, H. (2013). Epistemological pluralism in research synthesis methods. *International journal of qualitative studies in education*, *26*(7), 889-911. https://www-tandfonline-com.proxy.lib.umich.edu/doi/pdf/10.1080/02602938.2019.1632795

Example Resesearch Reviews, Maps, and Protocols

Alvarez, A. (2020). Seeing Race in the Research on Youth Trauma and Education: A Critical Review. *Review of Educational Research*, *90*(5), 583–626. https://doi.org/10.3102/0034654320938131

Eddy Spicer D, Ehren M, Bangpan M, Khatwa M (2014) Under what conditions do inspection, monitoring and assessment improve system efficiency, service delivery and learning outcomes for the poorest and most marginalised? A realist synthesis of school accountability in low- and middle-income countries. Protocol. London: EPPI-Centre, SocialScience Research Centre, Institute of Education, University of London. https://eppi.ioe.ac.uk/cms/Portals/0/PDF%20reviews%20and%20summaries/System%20efficiency%202014%20Spicer%20protocol.pdf?ver=2014-07-24-154813-763

Esterhazy, R., de Lange, T., Bastiansen, S., & Wittek, A. L. (2021). Moving Beyond Peer Review of Teaching: A Conceptual Framework for Collegial Faculty Development. Review of Educational Research, 91(2), 237–271. https://doi.org/10.3102/0034654321990721

Hakimi, L., Eynon, R., & Murphy, V. A. (2021). The Ethics of Using Digital Trace Data in Education: A Thematic Review of the Research Landscape. Review of Educational Research, 91(5), 671–717. https://doi.org/10.3102/00346543211020116

Haynes, C., Joseph, N. M., Patton, L. D., Stewart, S., & Allen, E. L. (2020). Toward an Understanding of Intersectionality Methodology: A 30-Year Literature Synthesis of Black Women's Experiences in Higher Education. Review of Educational Research, 90(6), 751–787. https://doi.org/10.3102/0034654320946822

Hogg, L., & Volman, M. (2020). A Synthesis of Funds of Identity Research: Purposes, Tools, Pedagogical Approaches, and Outcomes. Review of Educational Research, 90(6), 862–895. https://doi.org/10.3102/0034654320964205

Kingston, N., & Nash, B. (2011). Formative assessment: A meta-analysis and a call for research. *Educational measurement: Issues and practice*, *30*(4), 28-37. **https://doi-org.proxy.lib.umich.edu/10.1111/j.1745-3992.2011.00220.x**

Briggs, D. C., Ruiz-Primo, M. A., Furtak, E., Shepard, L., & Yin, Y. (2012). MetaAnalytic Methodology and Inferences About the Efficacy of Formative Assessment. Educational

Measurement: Issues and Practice, 31(4), 13-17. https://onlinelibrary.wiley.com/doi/full/10.1111/j.1745-3992.2012.00251.x

Neal-Jackson, A. (2018). A meta-ethnographic review of the experiences of African American girls and young women in K–12 education. *Review of Educational Research*, *88*(4), 508-546. https://doi-org.proxy.lib.umich.edu/10.3102/0034654318760785

Oliver S, Dickson K, Fiennes C (2015) Impact of Outdoor Learning in the UK: protocol for a systematic map of existing evidence. London: EPPI-Centre, Social Science Research Unit, Institute of Education, University College London. https://eppi.ioe.ac.uk/cms/Portals/0/PDF%20reviews%20and%20summaries/Impact%20of%20outdoor%20learning%202015%20Oliver%20protocol.pdf?ver=2015-07-16-153953-893

Sant, E. (2019). Democratic Education: A Theoretical Review (2006–2017). Review of Educational Research, 89(5), 655–696. https://doi.org/10.3102/0034654319862493

Wolthuis, F., Hubers, M. D., van Veen, K., & de Vries, S. (2021). The Concept of Organizational Routines and Its Potential for Investigating Educational Initiatives in Practice: A Systematic Review of the Literature. Review of Educational Research. https://doi.org/10.3102/00346543211051424

Wong, C. P. (2021). The Wretched of the Research: Disenchanting Man2-as-Educational Researcher and Entering the 36th Chamber of Education Research. Review of Research in Education, 45(1), 27–66. https://doi.org/10.3102/0091732X21990609

Yi, V., Mac, J., Na, V. S., Venturanza, R. J., Museus, S. D., Buenavista, T. L., & Pendakur, S. L. (2020). Toward an Anti-Imperialistic Critical Race Analysis of the Model Minority Myth. Review of Educational Research, 90(4), 542–579. https://doi.org/10.3102/0034654320933532

Critical Readings (from which we'll select Chapters and/or Excerpts)
Note: Multiple example reviews (above) also offer relevant critical perspectives.

Hammersley, M. (2020). Reflections on the methodological approach of systematic reviews. Systematic Reviews in Educational Research, 23-39. Systematic Reviews in Educational Research. In O, Szwacki-Richter, M. Kerres, S. Bedenlier, M. Bond, & K. Buntins (Eds.) Systematic Reviews in Educational Research (pp. 23-39). Springer VS, Wiesbaden.

Hammond, J. W., Moss, P. A., Huynh, M. Q., & Lagoze, C. (2020). Research synthesis infrastructures: Shaping knowledge in education. Review of Research in Education, 44(1), 1-35. https://doi.org/10.3102/0091732X20907350

Kidd, I.J., Medina, J., & Pohlhaus, G. (Eds.). (2017). The Routledge Handbook of Epistemic Injustice (1st ed.). Routledge. https://doi-org.proxy.lib.umich.edu/10.4324/9781315212043. [SELECTED CHAPTERS]

Mignolo, W. D. (2009). Epistemic Disobedience, Independent Thought and Decolonial Freedom. *Theory, Culture & Society*, *26*(7–8), 159–181. https://journals-sagepub-com.proxy.lib.umich.edu/doi/pdf/10.1177/0263276409349275

Moss, P. A. and Haertel, E. H. (2016). Engaging methodological pluralism. In D. Gitomer and C. Bell (Eds), Handbook of research on teaching (5th Ed), (pp. 127-247). Washington, DC: AERA. https://ebookcentral-proquest-com.proxy.lib.umich.edu/lib/umichigan/reader.action?docID=4866318&ppg=140

Reiter, B (Ed.) (2018). *Constructing the pluriverse: The geopolitics of knowledge.* Durham: Duke Univerisity Press. https://doi-org.proxy.lib.umich.edu/10.1215/9781478002017. [SELECTED CHAPTERS]

Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review*, *79*(3), 409-428.

UNIVERSITY RESOURCES AND GUIDELINES
Excerpted from UM SOE Syllabus Template (n.d.)

GENDER PRONOUNS
All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. Students can indicate their personal pronouns via Wolverine access, using the *Gender Identity* tab under *Student Business*. The faculty will do our best to address and refer to students accordingly and support classmates in doing so as well.

U-M GUIDANCE TO STUDENTS REGARDING CONFLICTS BETWEEN THE ACADEMIC AND RELIGIOUS CALENDARS

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
If you think you need an accommodation for a disability, please let us know ASAP. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make us aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734.763.3000; ssd.umich.edu) typically recommends accommodation through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

SUPPORT SERVICES

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

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/.

Location: Third floor of the Michigan Union (Room 3100)
Hours: 8:00AM-7:00PM Monday-Thursday and 8:00AM-5:00PM Friday

You may also consult University Health Service (UHS) at (734) 764-8320 and https://www.uhs.umich.edu/mentalhealthsvcs, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

For a listing of other mental health resources available on and off campus, visit: http://umich.edu/~mhealth/.

Support for Students Experiencing Food and/or Housing Insecurity
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.

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

Sweetland Writing Center https://lsa.umich.edu/sweetland/undergraduates/writing-support
The Sweetland Writing Center offers undergraduate students writing assistance through Peer Writing Centers, Online Writing Lab, and the Writing Workshop.

Location: 1310 North Quad
Phone: (734) 764-0429
Email: sweetlandinfo@umich.edu