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Fondements du développement des programmes scolaires

Instructor: Diane Farmer

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Instructor: Grace Feuerverger

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Instructor: Daphne Heywood

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Foundations of Curriculum Studies

Instructor: Wayne Seller

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Zukav, G. (1979). *The dancing Wu Li masters: An overview of the new physics*. Toronto: Bantam Books.

**CTL 1000
FOUNDATIONS OF CURRICULUM**

Instructor: Leslie Shore

Texts

Students must purchase (or borrow a library copy) the text which they will present in class and are encouraged to read the other texts.

Freire, P. (1998). *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. trans. P. Clarke. Lanham; Boulder; New York; Oxford: Rowman and Littlefield Publishers, Inc.

hooks, b. (1994). *Teaching to Transgress: Education As the Practice of Freedom*. New York; London: Routledge.

Gallagher, K. (2000). *Drama Education in the Lives of Girls: Imagining Possibilities*. Toronto; London; Buffalo: University of Toronto Press.

Additional Suggested Reading

Apple, M.W. (ed.). (1982). *Cultural and economic reproduction in education: Essays on class, ideology and the state*. Boston: Routledge and Kegan Paul.

Beyer, L. and Apple, M. (eds.) (1988). *The Curriculum Problems, Politics and Possibilities*. Albany: State University of New York.

Britzman, D. (1991). *Practice Makes Practice: A Critical Study of Learning to Teach*. New York: SUNY Press.

Bruner, J. *The Process of Education*. (1960). Cambridge, MASS: Harvard University Press.

Connolly, F. M. and Clandinin, D. J. (1988). *Teachers As Curriculum Planners*. New York: Teachers College Press.

Delpit, L. (1995). *Other People's Children: Cultural Conflict in the Classroom*. New York: The New York Press.

Derrida, J. (1981). *Positions*. Chicago, IL: University of Chicago Press.

Dewey, J. (1916). *Democracy and Education*. New York: Macmillan Company. (reprinted 1966, The Free Press).

Dewey, J. (1938). *Experience and Education*. New York: Macmillan.

Eisner, E. ((1985). *The Educational Imagination*. New York: Macmillan.

- Foucault, M. (1980). *Power/knowledge*. New York: Pantheon.
- Grumet, M. (1988). *Bitter Milk: Women and Teaching*. Amherst, MA: University of Massachusetts Press.
- Jackson, P.W. (ed.). (1992). *Handbook of Research on Curriculum*. New York: Macmillan.
- Milburn, I. Goodson, , and R. Clark (eds.). (1989). *Reinterpreting curriculum research: Images and arguments*. London, Ontario, Canada: The Althouse Press.
- Miller, J and W. Seller (1985). *Curriculum: Perspectives and Practice*. New York: Longman.
- Pinar, W. (ed.) (1975). *Curriculum Theorizing: The reconceptualists*. Berkeley, CA: McCutchan.
- Pratt, D. (1980). *Curriculum Design and Development*. New York: Harcourt, Brace, Javonovich.
- Schon, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Stenhouse, L. (ed.) (1980). *Curriculum Research and Development in Action*. London: Heinemann.
- Tomkins, G.S. (1986). *A Common Countenance: Stability and Change in the Canadian Curriculum*. Scarborough, Ontario: Prentice-Hall.
- Tyler, R. W. (1949). *Basic Principles of Curriculum and Instruction*. Chicago: University of Chicago Press.
- Vallence, E. (1984). A second look at *Conflicting conceptions of Curriculum*. *Theory into Practice*, 25 (1), 24-30.

**CTL 1014
Evaluation of Curriculum & Instruction**

Instructor: John Ross

Summer 2005 Schedule

Session 1: Standards and Purposes July 5

Read:

Text, Chapter 1

Excerpts from: Joint Committee on Standards for Educational Evaluations. (1994). *The program evaluation standards: How to assess evaluations of educational programs*. Newbury Park, CA: Sage. www.oise.utoronto.ca/field-centres/ross/ctl1014/Joint1994.pdf

Ross, J. A., & Hogaboam-Gray. (1996). The effects of curriculum integration. *Research in Ontario Secondary Schools*, 3(1), 1-2. www.oise.utoronto.ca/field-centres/TVC/RossReports/vol3no1.htm

Session 2: Evaluation Models July 7

Read

Text, Chapter 2

Cousins, J. B., & Earl, L. (1995). The case for participatory evaluation: Theory, research, practice. J. B. Cousins & L. Earl (Eds.), *Participatory evaluation in education: Studies in evaluation use and organizational learning* (pp. 3-18). London: Falmer. www.oise.utoronto.ca/field-centres/ross/ctl1014/Cousins1995.pdf

Worthen, B. (1990). Program evaluation. H. Walberg & G. Haertel (Eds.), *The international encyclopedia of educational evaluation* (pp. 42-47). Toronto, ON: Pergamon Press. www.oise.utoronto.ca/field-centres/ross/ctl1014/Worthen1990.pdf

Session 3. Defining the Scope of an Evaluation July 12

Read

Text, Chapter 3

Patton, M. (1997). *Utilization-focused evaluation: The new century text* (pp. 177-194). Thousand Oaks, CA: Sage. www.oise.utoronto.ca/field-centres/ross/ctl1014/Patton1997.pdf

Session 4: Creating a Credible Quantitative Design **July 14**

Read *Text*, Chapters 8, 9, 10

Session 5: Creating a Credible Qualitative Design **July 19**

Read *Text*, Chapter 12

Session 6: Selecting an Appropriate Sample **July 21**

Read

Patton, M. (1990). *Qualitative evaluation and research methods* (pp. 169-186). Beverly Hills, CA: Sage. www.oise.utoronto.ca/field-centres/ross/ctl1014/Patton1990.pdf

Popham, W. J. (1975). Sampling strategies. In W. J. Popham *Educational evaluation* (pp. 218-233). Englewood Cliffs, NJ: Prentice-Hall. www.oise.utoronto.ca/field-centres/ross/ctl1014/Popham1975.pdf

Session 7: Powerful instruments for Quantitative Evaluations **July 26**

Read *Text*, Chapter 4

Session 8: Powerful instruments for Qualitative Evaluations **July 28**

Read

Stake, R. (1995). *The art of case study research* (pp. 49-68). Thousand Oaks, CA: Sage. www.oise.utoronto.ca/field-centres/ross/ctl1014/Stake1995.pdf

Session 9: Analyzing Data and Generating Recommendations **August 2**

Read

Newcomer, K. (1994). Using statistics appropriately. J. Wholey, H. Hatry, & K. Newcomer (Eds.), *Handbook of practical program evaluation* (pp. 389-416). San Francisco, CA: Jossey-Bass. [quantitative] www.oise.utoronto.ca/field-centres/ross/ctl1014/Newcomer1994.pdf

centres/ross/ctl1014/Newcomer1994.pdf

OR

Patton, M. (1997). *Utilization-focused evaluation: The new century text* (pp. 301-338). Thousand Oaks, CA: Sage. [mixed: mainly qualitative] www.oise.utoronto.ca/field-centres/ross/ctl1014/Patton1997b.pdf

Session 10: Reporting to Multiple Stakeholders **August 4**

Read *Text*, Chapters 13, 14

Session 11: Ethics in Program Evaluation **August 9**

Read

Morris, M. (1999). The case of the desperate staff. *American Journal of Evaluation*, 20(1), 115. [READ FIRST] www.oise.utoronto.ca/field-centres/ross/ctl1014/Morris1999.pdf

Berstene, T. G. (1999). Commentary: Process is important. *American Journal of Evaluation*, 20(1), 116-118. www.oise.utoronto.ca/field-centres/ross/ctl1014/Berstene1999.pdf

Davis, J. E. (1999). Commentary: Advocacy, care, and power. *American Journal of Evaluation*, 20(1), 119-122. www.oise.utoronto.ca/field-centres/ross/ctl1014/Davis1999.pdf

Session 12: Meta-evaluation **August 11**

Read: Datta, L. (1999). The ethics of evaluation neutrality and advocacy. *New Directions for Program Evaluation*, 82, 77-88. www.oise.utoronto.ca/field-centres/ross/ctl1014/Datta1997.pdf

Supplementary Readings (Examples)

Session 1 Standards and Purposes

American Evaluation Association. (1995). Guiding Principles for Evaluators. *New Directions for Program Evaluation*, 66, 19-26.

American Evaluation Association. (2005). Guiding principles for evaluators. *American*

Journal of Evaluation, 26(1), 5-7. See also www.eval.org.

Joint Committee on Standards for Educational Evaluations. (1994). *The program evaluation standards: How to assess evaluations of educational programs*. Newbury Park, CA: Sage.

Joint Committee on Standards for Educational Evaluations. *Welcome to the program evaluation standards survey* <http://ateserver.cs.wmich.edu/cgi-bin/PgES2004-perl/ate.pl> (downloaded April 22,2005).

Owen, J. & Rogers (1999). *Program evaluation: Forms and approaches*. Thousand Oaks, CA: Sage, chapter 1.

Patton, M. (1994). Review of the "Program evaluation standards: How to assess evaluations of educational programs". *Evaluation Practice*, 15(2), 193-199.

Sonnichsen, R. C. (2000). *High impact internal evaluation: A practitioner's guide to evaluating and consulting inside organizations*. (pp. 1-36) Thousand Oaks, CA: Sage.

Session 2 Evaluation Models

Bamberger, M., Rugh, J., Church, M., & Fort, L. (2004). Shoestring evaluation: Designing impact evaluations under budget, time and date constraints. *American Journal of Evaluation*, 25(1), 3-38.

Brandon, P. (1998). Stakeholder participation for the purpose of helping ensure evaluation validity: Bridging the gap between collaborative and non-collaborative evaluations. *American Journal of Evaluation*, 19(3), 325-337.

Brisolara, S. (1998). The history of participatory evaluation and current debates in the field. *New Directions for Evaluation*, 80, 25-42.

Christie, C. A. (2003). What guides evaluation? A study of how evaluation practice maps onto evaluation theory. *New Directions for Evaluation*, 97, 7-36.

Creswell, J. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Datta, L.-E. (2003). Important questions, intriguing method, incomplete answers. *New Directions for Evaluation*, 97, 37-46.

Fitzpatrick, J. (2004). Exemplars as case studies: Reflections on the links between theory, practice and context. *American Journal of Evaluation*, 25(4), 541-559.

Gaventa, J., Creed, V., & Morrissey, J. (1998). Scaling up: Participatory monitoring and evaluation of a federal empowerment program. *New Directions for Evaluation*, 80, 81-94.

Johnson, R. L., Willeke, M. J., & Steiner, D. J. (1998). Stakeholder collaboration in the design and implementation of a family literacy portfolio assessment. *American*

Journal of Evaluation, 19(3), 339-354.

- King, J. A. (2005). Participatory evaluation. In S. Mathison (Ed.), *Encyclopedia of evaluation* (pp. 291-4). Thousand Oaks, CA: Sage.
- Levin, H. M. (2001). Waiting for Godot: Cost-effectiveness analysis in education. *New Direction for Program Evaluation*, 90, 55-68.
- Mark, M. M., Henry, G. T., & Julnes, G. (1999). Toward an integrative framework for evaluation practice. *American Journal of Evaluation*, 20(2), 177-198.
- Patton, M. Q. (1997). Toward distinguishing empowerment evaluation and placing it in a larger context. *Evaluation Practice*, 18(2), 147-163.
- Ryan, K. E. (2004). Serving public interests in educational accountability: Alternative approaches to democratic evaluation. *American Journal of Evaluation*, 25(4), 113-460.
- Worthen, B., Sanders, J. R., & Fitzpatrick, J. (1997). *Program evaluation: Alternative approaches and practical guidelines. 2nd edition.* (pp. 61-186). New York: Longman.
- Wuest, J., & Merritt-Gray, M. (1997). Participatory action research: Practical dilemmas and emancipatory possibilities. In J. M. Morse (Ed.), *Completing a qualitative project: Details and dialogue* (pp. 283-306). Thousand Oaks, CA: Sage.

Session 3 Defining the Scope of an Evaluation

- Bickman, L. (1990). The functions of program theory. In L. Bickman (Ed.), *Advances in program theory* (pp. 5-18). San Francisco, CA: Jossey-Bass.
- Chen, H.-T. (2005). *Practical program evaluation: Assessing and improving planning, implementation, and effectiveness.* Thousand Oaks, CA: Sage.
- Mark, M. M., Henry, G. T., & Julnes, G. (1998). A realist theory of evaluation practice. *New Directions for Evaluation*, 78, 3-32.
- Pawson, R., & Tilley, N. (1997). *Realistic evaluation.* Thousand Oaks, CA: Sage.
- Stecher, B., & Davis, A. (1987). *How to focus an evaluation.* Newbury Park, CA: Sage.
- Witkin, B., & Altschuld, J. (1995). *Planning and conducting needs assessments: A practical guide.* Thousand Oaks, CA: Sage.

Session 4 Creating a Credible Quantitative Design

- Burtless, G. (2002). Randomized field trials for policy evaluation: Why not in education. In F. Mosteller, & R. Boruch (Eds.), *Evidence matters: Randomized field trials in education research* (pp. 179-197). Washington: Brookings Institute.

- Conrad, K. (Ed.). (1994). *Critically evaluating the role of experiments*. San Francisco: Jossey-Bass.
- Cook, T. D., & Payne, M. R. (2002). Objecting to the objections to using random assignment in educational research. In F. Mosteller, & R. Boruch (Eds.), *Evidence matters: Randomized field trials in education research* (pp. 150-178). Washington: Brookings Institute.
- *Dennis, M. (1994). Ethical and practical randomized field experiments. In J. Wholey, H. Hatry, & K. Newcomer (Eds.), *Handbook of practical evaluation* (pp. 155-197). San Francisco, CA: Jossey-Bass.
- Fitz-Gibbon, C., & Morris, L. (1987). *How to design a program evaluation*. Beverly Hills, CA: Sage.
- Johnson, B. (2001). Toward a new classification of nonexperimental quantitative research. *Educational Researcher*, 30(2), 3-13.
- Leakey, T., Lunde, K. B., Boga, K., & Glantz, K. (2004). Written parental consent and the use of incentives in a youth smoking prevention trial: A case study from project SPLASH. *American Journal of Evaluation*, 25(4), 509-523.
- *McCall, R. B., Ryan, C. S., & Green, B. L. (1999). Some non-randomized constructed comparison groups for evaluating age-related outcomes of intervention programs. *American Journal of Evaluation*, 20(2), 213-226.
- Schwarz, N., & Oyserman, D. (2001). Asking questions about behavior: Cognition, communication, and questionnaire construction. *American Journal of Evaluation*, 22(2), 127-160.
- St.Pierre, R. G., Layzer, J. I., Goodson, B. D., & Bernstein, L. S. (1999). The effectiveness of comprehensive, case management interventions: Evidence from the National Evaluation of the Comprehensive Child Development Program. *American Journal of Evaluation*, 20(1), 15-34.
- Wortman, P. (1994). Judging research quality. In H. Cooper & L. Hedges (Eds.), *The handbook of research synthesis* (pp. 98-109). New York: Russell Sage Foundation.

*assumes statistical knowledge

Session 5 Creating a Credible Qualitative Design

- Caudle, S. (1994). Using qualitative approaches. In J. Wholey, H. Hatry, & K. Newcomer (Eds.), *Handbook of practical evaluation* (pp. 69-95). San Francisco, CA: Jossey-Bass.
- Chatterji, M. (2004). Evidence on "What Works": An argument for extended-term mixed-

method (ETMM) evaluation designs. *Educational Researcher*, 33(9), 3-13.

Creswell, J. (1998). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks, CA: Sage.

Denzin, N. K., & Lincoln, Y. S. (1994). *Handbook of qualitative research*. Thousand Oaks, CA: Sage.

Patton, M. (1990). *Qualitative evaluation and research methods*. Beverly Hills, CA: Sage.

Stake, R. (1995). *The art of case study research* (pp. 107-116). Thousand Oaks, CA: Sage.

Session 6 Selecting an Appropriate Sample

Blankertz, L. (1998). The value and practicality of deliberate sampling for heterogeneity: A critical multiplist perspective. *American Journal of Evaluation*, 19(3), 307-324.

Childs, Ruth A. & Andrew P. Jaciw (2003). Matrix sampling of items in large-scale assessments. *Practical Assessment, Research & Evaluation*, 8(16). Retrieved December 4, 2003 from <http://PAREonline.net/getvn.asp?v=8&n=16> .

Harris, P. M. (1998). Attrition Revisited. *American Journal of Evaluation*, 19(3), 293-305.

Kelley, D. L. (1999). *Measurement made accessible*. (pp. 57-73) Thousand Oaks, CA: Sage.

Silverman, D. (2000). *Doing qualitative research: A practical handbook*. (pp.102-112) Thousand Oaks, CA: Sage.

Session 7 Powerful instruments for Quantitative Evaluations

Fink, A., & Kosecoff, J. (1998). *How to conduct surveys*. Thousand Oaks, CA: Sage.

Kelley, D. L. (1999). *Measurement made accessible*. (pp. 127-140) Thousand Oaks, CA: Sage.

Meier, S. T. (2004). Improving design sensitivity through intervention-sensitive measures. *American Journal of Evaluation*, 25(3), 321-334.

Miller, T. (1994). Designing and conducting surveys. In J. Wholey, H. Hatry, & K. Newcomer (Eds.), *Handbook of practical evaluation* (pp. 271-292). San Francisco, CA: Jossey-Bass.

Rea, L., & Parker, R. (1992). *Designing and conducting survey research: A comprehensive guide*. San Francisco: Jossey-Bass.

Solomon, D. J. (2001). Conducting web-based surveys. *Practical Assessment, Research & Evaluation*, 7(19). Retrieved from

<http://pareonline.net/getvn.asp?v=7&n=19>

Suchman, H., & Presser, S. (1996). *Questions and answers in attitude surveys: Experiments on question form, wording, and context*. Thousand Oaks, CA: Sage.

Visscher, A. J. (2001). Public school performance indicators: Problems and recommendations. *Studies in Educational Evaluation, 27*, 199-214.

Session 8 Powerful Instruments for Qualitative Evaluations

Arksey, H., & Knight, P. (1999). *Interviewing for social scientists*. Thousand Oaks, CA: Sage.

Brinkerhoff, R. O. (2005). Success case method. In S. Mathison (Ed.), *Encyclopedia of evaluation* (pp. 401-402). Thousand Oaks, CA: Sage.

Dart, J., & Davies, R. (2003). A dialogical, story-based evaluation tool: The Most Significant Change technique. *American Journal of Evaluation, 24*(2), 137-155.

Duffy, B. (1993). Focus groups: An important research technique for internal evaluation units. *Evaluation Practice, 14*(2), 133-139.

Hurworth, R., & Sweeney, M. (1995). The use of the visual image in a variety of Australian evaluations. *Evaluation Practice, 16*(2), 153-164.

Krueger, R. A. (1998). *Analyzing and reporting focus group results*. Thousand Oaks, CA: Sage.

Scheirer, M. (1994). Designing and using process evaluation. In J. Wholey, H. Hatry, & K. Newcomer (Eds.), *Handbook of practical evaluation* (pp. 40-68). San Francisco, CA: Jossey-Bass.

Wiggins, G. S. (2004). The analysis of focus groups in published research articles. *Canadian Journal of Program Evaluation, 19*(2), 143-164.

Session 9 Analyzing Data and Generating Recommendations

Qualitative:

Bachor, D. (2002). Increasing the believability of case study reports. *Alberta Journal of Educational Research, 48*(1), 20-29.

Glesne, C., & Peshkin, A. (1992). *Becoming qualitative researchers: An introduction* (pp. 127-156). White Plains, NY: Longman.

Krueger, R. A. (1998). *Analyzing and reporting focus group results*. Thousand Oaks, CA: Sage.

Mark, M. M., Eysell, K. M., & Campbell, B. (1999). The ethics of data collection and

analysis. *New Directions for Program Evaluation*, 82, 47-56.

Miles, M., & Hubberman, A. (1994). *Qualitative data analysis: An expanded source book. 2nd edition*. Beverly Hills, CA: Sage.

Silverman, D. (2000). *Doing qualitative research: A practical handbook*. (pp. 175-190). Thousand Oaks, CA: Sage.

Quantitative:

Cramer, D. (1994). *Introducing statistics for social research: Step by step calculations and computer techniques using SPSS*. London: Routledge.

Kanji, G. K. (1995). *100 statistical tests*. Thousand Oaks, CA: Sage.

Osborne, J. W., & Overbay, A. (2004). The power of outliers (and why researchers should always check for them). *Practical Assessment, Research & Evaluation*, 9(6). Retrieved March 4, 2004 from <http://PAREonline.net/getvn.asp?v=9&n=6>

Peugh, J. L., & Enders, C. K. (2004). Missing data in educational research: A review of reporting practices and suggestions for improvement. *Review of Educational Research*, 74(4), 525-556.

Sapsford, R., & Jupp, V. (1996). *Data collection and analysis*. Thousand Oaks, CA: Sage.

Stemler, S. E. (2004). A comparison of consensus, consistency, and measurement approaches to estimating interrater reliability. *Practical Assessment, Research & Evaluation*, 9(4). Retrieved March 1, 2004 from <http://PAREonline.net/getvn.asp?v=9&n=4>

Thompson, B. (2002). What future quantitative social science research could look like: Confidence intervals for effect sizes. *Educational Researcher*, 31(3), 25-32.

Vogt, W. P. (1999). *Dictionary of statistics and methodology: A nontechnical guide for the social sciences*. Thousand Oaks, CA: Sage.

Session 10 Reporting to Multiple Stakeholders

Creswell, J. (1998). *Qualitative inquiry and research design: Choosing among five traditions* (pp. 167-192). Thousand Oaks, CA: Sage. [qualitative]

Fournier, D. (1995). Establishing evaluative conclusions: A distinction between general and working logic. *New Directions for Evaluation*, 68, 15-32. [both]

Glesne, C., & Peshkin, A. (1992). *Becoming qualitative researchers: An introduction* (pp. 127-156). White Plains, NY: Longman. [qualitative]

Hendricks, M. (1994). Making a splash: Reporting evaluation results effectively. In J. Wholey, H. Hatry, & K. Newcomer (Eds.), *Handbook of practical evaluation* (pp.

549-575). San Francisco, CA: Jossey-Bass. [both]

Henry, G. (1995). *Graphing data: Techniques for display and analysis*. Thousand Oaks, CA: Sage. [quantitative]

May, H. (2004). Making statistics more meaningful for policy research and program evaluation. *American Journal of Evaluation*, 25(4), 525-540. [quantitative]

Stake, R. (1995). *The art of case study research*. (pp. 121-131). Thousand Oaks, CA: Sage. [qualitative]

Torres, R., Preskill, H., & Piontek, M. (2005). *Evaluation strategies for communicating and reporting: Enhancing learning in organizations. 2nd edition*. Thousand Oaks, CA: Sage. [quantitative]

Wallgren, A., Wallgren, B., Petersson, R., Jorner, U., & Haaland, J.-A. (1996). *Graphing statistics and data*. Thousand Oaks, CA: Sage. [quantitative]

Worthen, B. R., & Sanders, J. R. (1987). *Educational evaluation: Alternative approaches and practical guidelines*. New York: Longman. [mostly quantitative]

Session 11 Ethics in Program Evaluation

For OISE/UT general ethics information

http://www.research.utoronto.ca/ethics_home.html

For student application forms http://www.research.utoronto.ca/ethics_hsmaterials.html

Buck, G. H. (2003). Editorial: Reductio ad absurdum. *Alberta Journal of Educational Research*, 49(1), 1-5.

Datta, L.-E. (2002). The case of the uncertain bridge. *American Journal of Evaluation*, 23(2), 187-198.

English, B. (1997). Conducting ethical evaluations with disadvantaged and minority target groups. *Evaluation Practice*, 18(1), 49-54.

House, E. R., & Greene, J. C. (1997). Evaluation in the government marketplace: Evaluation as advocacy. *Evaluation Practice*, 18(1), 37-48.

Kromrey, J. (1993). Ethics and data analysis. *Educational Researcher*, 22(4), 24-27.

Lovell, R. (1995). Ethics and internal evaluators. *New Directions for Program Evaluation*, 66, 61-67.

Mabry, L. (1999). Circumstantial ethics. *American Journal of Evaluation*, 20(2), 199-212.

Morris, M. (1999). Research on evaluation ethics: What have we learned and why is it important. *New Directions for Program Evaluation*, 82, 15-24.

Renger, R., Gotkin, V., Crago, M., & Shisslak, C. (1998). Research and legal perspectives on the implications of the Family Privacy Protection Act for research

and evaluation involving minors. *American Journal of Evaluation*, 19(2), 191-202.

Session 12 Meta-Evaluation

Ginsburg, A., & Rhett, N. (2003). Building a better body of evidence: New opportunities to strengthen evaluation utilization. *American Journal of Evaluation*, 24(4), 489-498.

Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.

Love, A., & Russon, C. (2004). Evaluation standards in an international context . *New Directions for Evaluation* , 104, 5-14.

SenGupta, S., Hopson, R., & Thompson-Robinson, M. (2004). Cultural competence in evaluation: An overview. *New Directions for Evaluation*, 102,5-20.

Stake, R. (2004). How far dare an evaluator go toward saving the world? *American Journal of Evaluation*, 25(1), 103-107.

Stevahn, L., King, J. A., Ghere, G., & Minnema, J. (2005). Establishing essential competencies for program evaluation. *American Journal of Evaluation*, 26(1), 43-59.

Stufflebeam, D. L. (2004). A note on the purposes, development, and applicability of the Joint Committee Evaluation Standards. *Review of Educational Research*, 40(2), 99-102.

What Works Clearinghouse. (nd) *WWC Study Review Standards* [Web Page]. URL http://www.whatworks.ed.gov/reviewprocess/study_standards_final.pdf
Downloaded March 24, 2005.

CTL 1018
Introduction to Qualitative Inquiry

Instructor: John Wallace

List of Readings

- 1 Denzin, N.K. & Lincoln, Y.S. (2000). The discipline and practice of qualitative research. In N. Denzin & Y. Lincoln (Eds.) *Handbook of qualitative research* (2nd ed.) (pp. 1-28). Thousand Oaks, CA: Sage.
- 2 Clandinin J. & Connelly, M.J. (1998). Personal experience methods. In N. Denzin & Y. Lincoln (Eds.) *Collecting and interpreting qualitative materials* (pp. 150-178). Thousand Oaks, CA: Sage.
- 3 Wildy, H. & Wallace, J. (1995). Understanding teaching or teaching for understanding: Alternative frameworks for science classrooms. *Journal of Research in Science Teaching*, 32(2), 143-156.
- 4 Swanson, J.M. (1988). The process of finding contraceptive options. *Western Journal of Nursing Research*, 10(4), 492-503.
- 5 Wildy, H. & Dimmock, C. (1993). Instructional leadership in primary and secondary schools in Western Australia. *Journal of Educational Administration*, 31(2), 43-62.
- 6 Wallace, J. & Louden, W. (1997). Preconceptions and theoretical frameworks. *Journal of Research in Science Teaching*, 34(4), 319-322.
- 7 Cohen, L. & Manion, L. (1994). Introduction: The nature of inquiry. In L. Cohen & L. Manion (Eds.) *Research methods in education* (4th ed.) (pp. 1-43). London: Routledge.
- 8 Van Maanen (1988). Impressionist tales. In *Tales of the field: On writing ethnography* (pp. 101-124). Chicago: The University of Chicago Press.
- 9 Wallace, J. & Wildy, H. (2004). Old questions for new schools: What are the students doing? *Teachers College Record*, 106(4), 635-650.
- 10 Pink, S. (2001). The visual in ethnography: Photography, video, cultures and individuals. In S. Pink, *Doing visual ethnography* (pp. 17-29). Thousand Oaks, CA: Sage.
- 11 Louden, W. & Wallace, J. (2001). Searching for standards in narrative research. *Australian Educational Researcher*, 28(2), 67-77.
- 12 Wallace, J. & Louden, W. (2000a). Stories and science. In *Teachers' learning: Stories of science education* (pp. 3-15). Dordrecht, The Netherlands: Kluwer.
- 13 Mulholland, J. & Wallace, J. (2003). Strength, sharing and service: Restorying and the legitimation of research texts. *British Educational Research Journal*, 29(1), 5-23.
- 14 Polkinghorne, D.E. (1995). Narrative configuration in qualitative analysis. In J.A. Hatch & R. Wisniewski (Eds.) *Life history and narrative*. London: Falmer.
- 15 Richardson, L. (2000). Writing: A method of inquiry. In N. Denzin & Y. Lincoln (Eds.) *Handbook of qualitative research* (2nd ed.) (pp. 923-948). Thousand Oaks, CA: Sage.
- 16 Wallace, J. & Louden, W. (2000b). Ethics and research: Malcolm. In *Teachers' learning: Stories of science education* (pp. 141-156). Dordrecht, The Netherlands: Kluwer.

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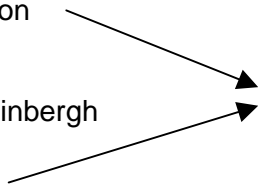
Research and Inquiry in Arts Education

Instructor: Mary Beattie

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TEXT: The Enlightened Eye. Eisner (Available from Bob Miller Bookstore, 180 Bloor St. W.)

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CTL 1211
Action Research in Science and Technology Education

Instructor: Larry Bencze

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CTL1213
Teacher Research in Mathematics Education

Instructor: Rina Cohen

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CTL1306
Qualitative Research Methods in Education: Concepts and Methods

Instructor: Diane Gérin-Lajoie

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CTL1841
Research Seminar in Science Education

Instructor : Martina Nieswandt

Readings:

Readings for the whole class as well as for groups of students depend on students' interest and objectives. The following list of articles is a subjective selection of the current issues in science education and should give you a starting point for your own research.

- Aaron, E.B., & Deci, E.L. (2000). The effects of instructors' autonomy support and students' autonomous motivation on learning organic chemistry: A self-determination theory perspective. *Science Education, 84*, 740-756.
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- Seidman, I. (1998). *Interviewing as Qualitative Research (2nd ed.)*. New York: Teachers College Press. (here: pp 63-94).
- Siegel, H. (2002). Multiculturalism, universalism, and science education: In search of common ground. *Science Education*, 86 (6), 803-820.
- Sinatra, G., Southerland, S.A., McConaughy, F., Demastes, J.W. (2003). Intentions and beliefs in students' understanding and acceptance of biological evolution. *Journal of Research in Science Teaching*, 40 (5), 510-528.
- Solomon, J. (2002). Changes to science education: Where next? *Canadian Journal of Science, Mathematics and Technology Education*, 2 (1), 25-30.
- Songer, N.B., Lee, H-S., & Kam, R. (2002). Technology-rich inquiry science in urban classrooms: What are the barriers to inquiry pedagogy? *Journal of Research in Science Teaching*, 39 (2), 128-150.
- Southerland, S.A. (2000). Epistemic universalism and the shortcomings of curricular multicultural science education. *Science and Education*, 9 (3), 289-307.
- Tashakkori, A., Teddlie, C. (1998). *Mixed Methodology*. Thousand Oaks, CA: Sage. (here: pp 40-58).
- Zachos, P., Hick, T.L., Doane, E.E.J., Sargent, C. (2000). Setting theoretical and empirical foundations for assessing scientific inquiry and discovery in educational programs. *Journal of Research in Science Teaching*, 37 (9), 938-962.

CTL1999

Urban School Research: Youth, Pedagogy, and the Arts

**Instructor: Professor Kathleen Gallagher
Readings**

Part I: Research on/with Urban Youth

Akom, A. A. 2000. The House that Race Built: Some Observations on the Use of the Word *Nigga*, Popular Culture, and Urban Adolescent Behaviour. In L Weis and M. Fine *Construction Sites: Excavating Race, Class, and Gender among Urban Youth*. New York and London: Teachers College Press.

Daiute, C. 2000. Narrative Sites for Youths' Construction of Social Consciousness. In L Weis and M. Fine *Construction Sites: Excavating Race, Class, and Gender among Urban Youth*. New York and London: Teachers College Press.

Fine, M. 2003. Silencing and Nurturing Voice in an Improbable Context: Urban Adolescents in Public School. In M. Fine and L. Weis (eds). *Silenced Voices and Extraordinary Conversations: Re-Imagining Schools*. New York and London: Teachers College Press.

Fine, M. 2003. Sexuality, Schooling, and Adolescent Females: The Missing Discourse of Desire. In M. Fine and L. Weis (eds). *Silenced Voices and Extraordinary Conversations: Re-Imagining Schools*. New York and London: Teachers College Press.

Gallagher, K. 2004 Sexual Fundamentalism and Educational Policy: the demonized gay Other. *Drama Australia*. Volume

Gallagher, K. and C. Fusco. 2004. I.D.ology and the Technologies of Public Space: Who are the Terrorists Among Us? *International Journal of Canadian Studies* Volume 29.

Greene, M. 2000. Lived Spaces, Shared Spaces, Public Spaces. In L Weis and M. Fine *Construction Sites: Excavating Race, Class, and Gender among Urban Youth*. New York and London: Teachers College Press.

Lesko, N. 2001. *Act Your Age: A Cultural Construction of Adolescence*. New York and London: RoutledgeFalmer.

Yon, D. 2000. *Elusive Culture: Schooling, Race, and Identity in Global Times*. New York: State University of New York Press.

Part II: Research on/in the Arts/Theatre

Brecht, B. (trans. by Edith Anderson) Theatre for Learning. In C. Martin and H. Bial (eds.) 2000. *Brecht Sourcebook*. London and New York: Routledge.

- Britzman, D. 2001. The Arts of Inquiry. *Journal of Curriculum Theorizing*, Spring 2001.
- Denzin, N. 1997. Performance Texts. In *Interpretive Ethnography: Ethnographic Practices for the 21st Century*. Thousand Oaks, London, New Dehli: Sage Publications
- Gallagher, K. (2003) Theories of the Stage, Social Projects, and Drama's Pedagogies. *International Drama in Education/Applied Theatre Researcher Journal*. Australia. Volume 1 (1).
- Gallagher, K. 2004. The Art and Politics of Qualitative Research in Drama Education: Creating Culture, Representing 'Reality'. *Drama Research*. Volume 4 (1).
- Gallagher, K. 2000. *Drama Education in the Lives of Girls: Imagining Possibilities*. Toronto, London, Buffalo: University of Toronto Press.
- MacDonald, A-M. 2003 Intellectual Passions, Feminist Commitments, and Divine Comedies: A Dialogue with Ann-Marie MacDonald. In K. Gallagher and D. Booth (eds) *How Theatre Educates: Convergences and Counterpoints with Artists, Scholars, and Advocates* Toronto, Buffalo, London: University of Toronto Press.
- Murrell, J. 2003 National Symposium on Arts Education: Opening Address. In K. Gallagher and D. Booth (eds) *How Theatre Educates: Convergences and Counterpoints with Artists, Scholars, and Advocates* Toronto, Buffalo, London: University of Toronto Press.
- Nicholson, H. 2002. The Politics of Trust: drama education and the ethic of care *Research in Drama Education*, Vol. 7, No. 1
- Simons, J. 1997. Drama Pedagogy and the Art of Double Meaning. *Research in Drama Education*, Vol. 2, No 2: 193-201.

Part III: Research Methodology

- Britzman, D. (2002) "The Question of Belief": Writing Poststructural Ethnography, in E. A. St. Pierre and W. S. Pillow (eds) *Working the Ruins: Feminist Poststructural Theory and Methods in Education*, New York: Routledge.
- Fielding, N. 2000. Automating the Ineffable: Qualitative Software and the Meaning of Qualitative Research. In T. May (ed). *Qualitative Research in Action*. London, Thousand Oaks, New Dehli: Sage Publications.
- Fine, M. 1994 Working the Hypens: Reinventing Self and Other in Qualitative Research, in N. K. Denzin and Y. S. Lincoln (eds) *Handbook of Qualitative Research*, pp 70-82, Thousand Oaks, CA: Sage.

Gallagher, K. 2004. (Post?)Critical Ethnography in Drama Research. In *Research Methodologies for Arts Education*. J. Ackroyd (ed.). London: Trentham Books.

Gallagher, K. 2001. The Staging of Qualitative Research: Authorship, Ownership and Artistic Expression in Social Science Inquiry. *Journal of Curriculum Theorizing (JCT)*. Volume 17 (3): 145-156.

Gerson, K and R. Horowitz 2000. Observation and Interviewing: Options and Choices in Qualitative Research. In T. May (ed). *Qualitative Research in Action*. London, Thousand Oaks, New Dehli: Sage Publications.

Heath, C. and J. Hindmarsh. 2000 Analysing Interaction: Video, Ethnography and Situated Conduct. In T. May (ed). *Qualitative Research in Action*. London, Thousand Oaks, New Dehli: Sage Publications.

Lawler, S. 2000. Narrative in Social Research. In T. May (ed). *Qualitative Research in Action*. London, Thousand Oaks, New Dehli: Sage Publications.

Manning, P. 2002. Framing the Rational in Fieldwork. In T. May (ed). *Qualitative Research in Action*. London, Thousand Oaks, New Dehli: Sage Publications.

Mason: J. Qualitative Interviewing: Asking, Listening, and Interpreting. In T. May (ed). *Qualitative Research in Action*. London, Thousand Oaks, New Dehli: Sage Publications.

Quantz, R. A. (1992) On Critical Ethnography (with Some Postmodern Considerations), in M. D. LeCompte, W. L. Millroy and J. Preissle (eds) *The Handbook of Qualitative Research in Education*, pp 447-505, New York: Academic Press.

Sanchez-Jankowski, M. 2000. Representation, Responsibility and Reliability in Participant-Observation. In T. May (ed). *Qualitative Research in Action*. London, Thousand Oaks, New Dehli: Sage Publications.

Smith, D. 2000. Institutional Ethnography. In T. May (ed). *Qualitative Research in Action*. London, Thousand Oaks, New Dehli: Sage Publications.

Walkerdine, V, H. Lucey and J. Melody 2000. Subjectivity and Qualitative Method. In T. May (ed). *Qualitative Research in Action*. London, Thousand Oaks, New Dehli: Sage Publications.

CTL2006
Fundamentals of Program Planning & Evaluation

Instructor: Tony C.M. Lam

REQUIRED TEXTS:

- Rossi, Freeman & Lipsey (1999, 6th ed.) *Evaluation: A systematic approach*. Sage
- The Joint Committee on Standards for Educational Evaluation (1994, 2nd ed.) *The program evaluation standards: How to assess evaluations of educational programs*. Sage

CTL2007
(Quantitative) Research Methods in Education

Instructor: Tony C.M. Lam

Instructor: Tony C.M. Lam

Office: 11-248 (Ext: 3225, OISE e-mail)

Office Hours: Tuesday 3-4 and by appointment (You are encouraged to discuss with me any questions or difficulties that you may have in the course.)

Meeting time: Tuesday 5:30 - 8:30

Required Text: Fraenkel & Wallen (2003) *How to Design And Evaluate Research in Education* (5th Edition), McGraw-Hill.

Fraenkel & Wallen (2003) *Student Workbook (and CD) to Accompany How to Design And Evaluate Research in Education*, McGraw-Hill.

CTL2803
Model and Issues in Program Evaluation

Instructor: Tony C.M. Lam

TEXTS

Required:

Shadish, Cook & Campbell (2002). Experimental and quasi-experimental designs for generalized causal inference. Houghton Mifflin Co. ISBN:0-395-61556-9

Fitzpatrick, Sanders & Worthen (2004). Educational Evaluation: Alternative Approaches and Practical Guidelines, by Longman, ISBN:0-582-28551-8

Recommended:

The Joint Committee on Standards for Educational Evaluation (1994, 2nd ed.) *The program evaluation standards: How to assess evaluations of educational programs*. Sage.

**CTL4802
Qualitative Research in Teaching
Winter 2005**

Instructor: Brent Kilbourn

Readings

The two central readings are:

Glesne, C. (1999) *Becoming Qualitative Researchers: An introduction* Longman [referred to as "Glesne"]

Erickson, F. (1986) "Qualitative Methods in Research on Teaching," (Chapter 5) *Handbook of Research on Teaching, 3rd Ed.* Whittrock, M. (Ed.) 119-161 [referred to as "Erickson"]

In approximate order of use:

SESSION #1: Jan 12

Shulman, L. (1988) "Disciplines of Inquiry in Education: An Overview" in *Complementary Methods for Research in Education* Jaeger, R. (ed.) AERA pp. 3-23

Soltis, J. (1984) "On the Nature of Educational Research" *Educational Researcher* Dec pp. 5-10

Erickson, F. (1986) "Qualitative Methods in Research on Teaching," (Chapter 5) *Handbook of Research on Teaching, 3rd Ed.* Whittrock, M. (Ed.) pp. 119-122

Glesne. Ch 1 "Intro"

SESSION #2: Jan 19

Roberts, D. (1982) "The Place of Qualitative Research in Science Education" *Journal of Research in Science Teaching* v19 n4 pp. 278-92

Howe, K. and Eisenhart, M. (1990) "Standards for Qualitative (and Quantitative) Research: A Prolegomenon" *Educational Researcher* May pp. 2-9

Kilbourn, B. (2001) "The Art and Structure of a First Paragraph" *Teachers College Record* (Online, 19Jan01, tcrecord.org ID #10707)

Glesne Ch 6 "ethics"

"Ethical Review Protocol" OISE/UT webpage http://www.research.utoronto.ca/ethics_home.html

<Consent.doc> "Introduction, Invitation, and Consent: Samples for Theses and Course 4802"

SESSION #3: Jan 26

Glesne Ch 2 "Pre-Study Tasks"

Jacob, Evelyn (1987) "Qualitative Research Traditions: A Review" *Rev of Educational Research* (57,1 Spring) pp. 1-50

Hamilton, David (1994) "Traditions, Preferences, and Postures in Applied Qualitative Research," *Handbook of Qualitative Research* Denzin and Lincoln (eds) pp. 60-69.

Denzin, N and Lincoln, Y (1994) "Introduction: Entering the Field of Qualitative Research" *Handbook of Qualitative Research* Denzin and Lincoln (eds) pp. 1-17

Peshkin, A. (1993) "The Goodness of Qualitative Research" *Educational Researcher* Mar pp. 23-29

Anderson, G. (2002) "Reflecting on Research for Doctoral Students in Education" *Educational Researcher* Oct pp. 22-5

Metz, M.H. and Page, R. (2002) "The Uses of Practitioner Research and Status Issues in Educational Research: Reply to Gary Anderson" *Educational Researcher* Oct pp. 26-27

Kilbourn, B. (forthcoming—accepted 2004) "The Qualitative Doctoral Thesis Proposal," *Teachers College Record* (Do not reproduce—use by permission only)

SESSION #4: Feb 2

Erickson 119-123

Glesne Ch 3 "participant observation"

Stake, R. (1978) "The Case Study Method in Social Inquiry" *Educational Researcher* Feb pp. 5-8

Stake, R. (1988) "Case Study Methods in Educational Research: Seeking Sweet Water" *Complementary Methods...* pp. 254-265

Stake, R (1994) "Case Studies," *Handbook of Qualitative Research* Denzin and Lincoln (eds) pp. 236-247

Kilbourn, B. and Roberts, G. (1991) "May's First Year: Conversations with a Mentor" *Teachers College Record* 93,2 252-264 <http://www.tcrecord.org/PDF/233.pdf>

Firestone, W. (1993) "Alternative Arguments for Generalizing From Data as Applied to Qualitative Research" *Educational Researcher* May pp. 16-23

SESSION #5: Feb 9

Glesne Ch's 4 "interviewing" and 5 "rapport"

Howe, K. (1985) "Two Dogmas of Educational Research" *Educational Researcher* Oct pp. 10-18

Donmoyer, R. (1985) "The Rescue From Relativism: Two Failed Attempts and an Alternative Strategy" *Educational Researcher* Dec pp. 13-20

SESSION #6: Feb 16

Glesne Ch 6 "ethics"

Erickson pp. 119-139

Smith, J. and Heshusius, L. (1986) "Closing Down the Conversation: The End of the Quantitative-Qualitative Debate Among Educational Inquirers" *Educational Researcher* Jan pp. 4-12

Firestone, W. (1987) "Meaning in Method: The Rhetoric of Quantitative and Qualitative Research" *Educational Researcher* Oct pp. 16-21

Heshusius, L. (1994) "Freeing Ourselves From Objectivity: Managing Subjectivity or Turning Toward a Participatory Mode of Consciousness?" *Educational Researcher* Apr pp. 15-23

SESSION #7: Feb 23

Glesne Ch 7 "Data Analysis"

Erickson pp. 139-161

Wolcott, H. (1994) "Description, Analysis, and Interpretation in Qualitative Inquiry" [Ch2] *Transforming Qualitative Data*. Sage Publications.

Peshkin, A. (2000) "The Nature of Interpretation in Qualitative Research" *Educational Researcher* Dec pp. 5-9

Eisenhart, M. (2001) "Educational Ethnography Past, Present, and Future: Ideas to Think With" *Educational Researcher* Nov pp. 16-27

SESSION #8: Mar 2

Glesne Ch 8 "Writing"

Sandelowski, M. (1993) "Theory Unmasked: The Uses and Guises of Theory in Qualitative Research" *Research in Nursing & Health* 16 pp. 213-218

Pallas, A. (2001) "Preparing Education Doctoral Students for Epistemological Diversity" *Educational Researcher* Jun/Jul pp. 6-11

Maxwell, J. (2004) "Causal Explanation, Qualitative Research, and Scientific Inquiry in Education," *Educational Researcher*, v33, n2 (March), pp. 3-11.

SESSION #9: Mar 9

Oldfather, P. and West, J. (1994) "Qualitative Research as Jazz" *Educational Researcher* Nov pp. 22-27

Mathison, S. (1988) "Why Triangulate?" *Educational Researcher* Mar pp. 13-17

Massey, Alexander (1997) "Triangulation", E-mail message.

Bullough, R. Jr. and Pinnegar, S. (2001) "Guidelines for Quality in Autobiographical Forms of Self-Study Research" *Educational Researcher* Apr pp. 13-21

SESSION #10: Mar 23

Glesne Ch 9 "applications"

Paul, J. and Marfo, K. (2001) "Preparation of Educational Researchers in Philosophical Foundations of Inquiry" *Review of Educational Research* V71, N4 (Winter) pp. 525-547

English, F. (2000) "A Critical Appraisal of Sara Lawrence-Lightfoot's *Portraiture* as a Method of Educational Research" *Educational Researcher* Oct pp. 21-26

Anfara, V. Jr. and Brown, K. and Mangione, T. (2002) "Qualitative Analysis on Stage: Making the Research Process More Public" *Educational Researcher* Oct pp. 28-38

SESSIONS 11 (Mar 30), 12 (Apr 6) <<SEMINARS>>

Eisner, E. (1993) "Forms of Understanding and the Future of Educational Research" *Educational Researcher* Oct pp. 5-11

Deborah J. Gallagher (1995) «In Search of the Rightful Role of Method: Reflections on Conducting a Qualitative Dissertation,» *The qualitative challenge: Reflections on educational research.* (1995). T. Tiller, A. Sparkes, S. Kårhus, & F. Dowling Næss (Eds.). Landås, Norway: Caspar Forlag.

Kilbourn, B. (1999) "Fictional Theses" *Educational Researcher* Dec pp. 21-26

Johnson, R. and Onwuegbuzie, A. (2004) "Mixed Methods Research: A Research Paradigm Whose Time Has Come," *Educational Researcher*, v33, n7 (October), pp. 14-26.

Shaffer, D. and Serlin, R. (2004) "What Good are Statistics that Don't Generalize?," *Educational Researcher*, v33, n9 (December), pp. 14-25.