

**UNIVERSITY OF PITTSBURGH SCHOOL OF EDUCATION**  
**DEPARTMENT OF ADMINISTRATIVE AND POLICY STUDIES**  
(On the occupied land of the Adena, Hopewell, Osage, Shawnee, and Monongahela People)

**ADMPS 2090 (21301)**  
**Master of Education Research Seminar**  
Spring 2020 • Mondays 7:15pm – 9:55pm • Posvar Hall 5400

**Course Instructor**

Gina Garcia (she, her, hers)

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4318G Posvar Hall

**Office Hours**

By appointment only

<http://www.meetme.so/GinaAnnGarcia>

**Course Description**

This course is the final seminar for students who are seeking a Master of Education (M.Ed.) degree at the University of Pittsburgh. We have trained you to become scholar practitioners – those whose practice is informed by educational research and those whose scholarly pursuits are embedded in the world of educational practice – with this course serving as the culminating stage in your process.

This course will help you analyze and organize your thoughts before putting them into practice. It is designed to help you to synthesize your experience with practice and scholarship in order to produce a **review of scholarly and professional literature related to an area of educational practice**. The course materials and activities will encourage you to read, think, and write about a topic you care about and help you to identify, select, and refine a topic of interest. You will work independently, with peers, with the course instructor, and with your advisor to identify, access, manage and make best use of a variety of resources to support your learning and development.

**Course Goals**

- To provide students with a clear understanding of how to conduct a review of scholarly and professional literature
- To provide students with a framework to develop a literature review
- To help students understand the importance of the literature review as the foundation of conducting research and practice-based inquiry
- To help students understand the connection between the literature review and practice
- To encourage students to think critically about empirical research and scholarly work

**Course Learning Outcomes**

- To understand general guidelines for analyzing and reviewing literature
- To understand how to synthesize literature
- To learn how to respond to feedback
- To complete a 15-page literature review that will serve as Comprehensive Examination

## Required Textbooks

Machi, L. A., & McEvoy, B. T. (2016). *The literature review: Six steps to success* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Corwin.

Patel, L. (2016). *Decolonizing educational research: From ownership to answerability*. New York: Routledge.

\*\*Additional readings can be found on CourseWeb

## Required Articles

Castagno, A. E., & Brayboy, B. M. J. (2008). Culturally responsive schooling for Indigenous youth: A review of the literature. *Review of Educational Research*, 78(4), 941-993. doi:10.3102/0034654308323036

Garcia, G. A., Núñez, A.-M., Sansone, V. A. (2019). Toward a multidimensional conceptual framework for understanding “servingness” in Hispanic-Serving Institutions (HSIs): A synthesis of the research. *Review of Educational Research*, 89(5), 745-784. doi:10.3102/0034654319864591

Garcia, N. M. (2018, April). The Hate U Give. *Diverse Issues in Higher Education*. Retrieved from <https://diverseeducation.com/article/114848/>

Johnston-Guerrero, M. P. (2016). The meanings of race matter: College students learning about race in a not-so-postracial era. *American Educational Research Association Journal*, 53(4), 819-849. doi:10.3102/0002831216651144

Harper, S. R., Patton, L. D., & Wooden, O. S. (2009). Access and equity for African American students in higher education: A critical race historical analysis of policy efforts. *Journal of Higher Education*, 80(4), 389-413. <https://doi.org/10.1353/jhe.0.0052>

Martinez, A. (2019, September). Graduate programs in higher education won't prepare you for equity centered student affairs work – You need to seek it out. *Diverse Issues in Higher Education*. Retrieved from <https://diverseeducation.com/article/155436/>

Poon, O., Squire, D., Kodama, C., and Byrd, A. (2016). A critical review of the model minority myth in selected literature on Asian American and Pacific Islanders in higher education. *Review of Educational Research*, 86(2), 469-502. doi:10.3102/0034654315612205

Poon, O. (2019, July). What is racial equity in education according to Asian Americans? *The Blog of Harvard Education Publishing*. Retrieved from <https://www.hepg.org/blog/what-is-racial-equity-in-education-according-to-as>

\*\*\*All journal articles can be accessed through Pitt Library: <https://www.library.pitt.edu/>

**Course Grade**

The final grade for this class will not be a letter grade; instead, it will be based on a scale: Honors (H), Satisfactory (S), Unsatisfactory (U).

**Master of Education Comprehensive Examination in Administrative and Policy Studies**

You are required to complete this course, receive a grade of Satisfactory (S) or Honors (H), and receive a “pass” on your review of literature paper from *both* your instructor and advisor, to successfully complete the required Comprehensive Examination process in the Department of Administrative and Policy Studies. This is required in order to receive your Master of Education (M.Ed.) degree. You will not be awarded the degree until you successfully complete the Comprehensive Examination process, as outlined here.

***\*\*Syllabus is subject to change***

## COURSE EXPECTATIONS

### *Attendance/Absence/Tardiness Policy:*

Attendance is an essential part of class. When you're present, we learn with you, and when you are absent, we miss you. As such, please use discretion when choosing to miss class. Some absences are inevitable, especially if you are sick, caring for a sick family member, participating in a professional development opportunity, or attending a work-related function. I ask that you be courteous and let me know that you will be late or absent prior to the scheduled class period. **The link for submitting absences can be accessed on CourseWeb.** And remember that excess absences can affect your learning and your grade.

### *Religious Observances:*

Students can and should miss class in order to observe religious holidays not formally recognized by the University. **The link for submitting absences can be accessed on CourseWeb.**

### *Deadlines:*

All assignments are due on the date assigned. Please be courteous and professional and submit assignments on time. I may not have the ability to grade and provide feedback on late assignments, so please try to avoid late submissions unless you make prior arrangements with me. Written assignments should be submitted by 7:15pm on the due date. **All written assignments should be uploaded to CourseWeb. Assignments will not be accepted via email or hard copy!!**

### *Written Assignments:*

All written assignments should use **Times New Roman 12-point font and have a 1" margin** throughout. Papers are to be of professional quality and free of spelling, grammatical, and typographical errors. Assignments must follow the format guidelines in the 6th edition of the *Publication Manual of the American Psychological Association (APA)*. This includes the grammatical and usage rules suggested by the APA. If you need assistance with APA, please do not hesitate to ask me for help.

All written assignments must use scholarly sources, which are defined primarily as empirical articles (those that are found in peer-reviewed journals and are research-based) and scholarly books (those written by notable scholars in their discipline). Newspapers, magazines, blogs, online posts, and social media should be used minimally.

### *Academic and Research Integrity:*

Graduate students at the University of Pittsburgh have the responsibility to conduct themselves in an honest and ethical manner while pursuing their studies. Consequently, it is important that applicable University policies and regulations are followed in order to ensure open communication among faculty and students as well as fair and equitable treatment. Relevant information, including hearing and appeals procedures, can be accessed online at <http://www.pitt.edu/~graduate>

*Disability Accommodations:*

I am committed to creating an environment that is accessible for people with all abilities. If you have a (dis)ability for which you are requesting an accommodation, you are welcome, but not required, to contact me and Disability Resources and Services (DRS) located at 140 William Pitt Union, (412) 648-7890, [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu), (412) 228-5347 for P3 ALS users. Consider discussing reasonable accommodations for this course with me at any point.

*Sexual Misconduct, Required Reporting, Support Services, & Title IX:*

I am committed to combatting sexual misconduct. You should know that University faculty and staff members are required to report any instances of sexual misconduct, including harassment and sexual violence, to the University's Title IX office so that the victim may receive appropriate resources and support. There are two important exceptions to this requirement about which you should be aware: (1) Some counselors and medical professionals do not have this reporting responsibility and can maintain confidentiality. A list of these professionals can be found here: <http://www.titleix.pitt.edu/report/confidentiality> (2) Disclosures about sexual misconduct that are shared as part of an academic project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX office.

If you are the victim of sexual misconduct, the University encourages you to reach out to these resources:

- Title IX Office: 412-648-7860
- SHARE @ the University Counseling Center: 412-648-7930 (8:30 A.M. TO 5 P.M. M-F) and 412-648-7856 (AFTER BUSINESS HOURS)
- University of Pittsburgh Police: 412-624-2121.
- Other reporting information is available here: <http://www.titleix.pitt.edu/report-0>

*Discrimination Based on Race, Gender, or Other Protected Identities:*

I am committed to creating a learning environment that is inclusive of all races, genders, socioeconomic statuses, religions, sexual orientations, nationalities, and languages. In particular, I am committed to including the voices of minoritized groups in this class, including those of people of color, women, transgender people, LGBTQIA+ people, non-Christian people, non-US citizens, and those who speak multiple languages. If you feel uncomfortable as a result of your minoritized identities and background, you are encouraged to talk to me. If you do not feel comfortable talking to me, you can contact the Office of Diversity & Inclusion <http://www.diversity.pitt.edu/>

Cases of discrimination and harassment based on protected identities should be reported to the Title IX office <http://www.titleix.pitt.edu/report/report-incident>

*Technology:*

I ask that you respect the learning environment of others. If you need to take a call or send a text message, please step outside. We may use cell phones for in-class activities, but otherwise, I ask that you refrain from texting, emailing, and checking voicemail during class (exception will be made for residence life staff on duty). Laptops are permissible in class for taking notes, accessing CourseWeb, and retrieving relevant information for class.

## COURSE ASSIGNMENTS

### *Defining the Problem*

*Due: Varies*

One of the most challenging parts of the literature review is the problem statement. Educational settings present numerous problems, daily, but it's not always easy to write about these problems. Yet most educational research studies worth pursuing and most practical problems worth addressing stem from a similar set of core educational problems (listed below). The purpose of this assignment is to help you define and refine your educational problem as you write it. You will work in teams to do this.

#### **Part A: Pick your problem and team:**

1. Decide what **topic** you want to write about: \_\_\_\_\_
2. From the list of educational problems below, decide which **problem** is most connected to your topic: \_\_\_\_\_
3. Find your peers who are addressing the same broad educational **problem** as you:  
\_\_\_\_\_
4. As a class, we will fill in the table below

<b>Educational Problem</b>	<b>Reasons for the Problem</b>	<b>Population or Unit of Analysis</b>	<b>Proposed Solutions to the Problem</b>
Inequitable outcomes (e.g., test scores, GPA, graduation, course completion)			
Egregious experiences (e.g., microaggressions discipline, racism, suspension, trauma)			
Difficult access & transition into higher education			
Inequitable graduation, retention, persistence (across P-20 pipeline)			
Inadequate structures (teaching, pedagogy, curriculum, leadership, administration)			
Open (if your problem does not fit broadly into these categories)			

**Part B: Explore the problem with your team:**

1. Each team must find *at least 1* report or policy brief that helps define the problem; explore the websites of the following:
  - a. Federal Government (e.g., National Center of Education Statistics)
  - b. Professional Associations (e.g., American Council on Education)
  - c. Policy Advocates (e.g., Ed Trust, *Excelencia* in Education)
  - d. University Sponsored Research Centers (Higher Educational Research Institute)
2. Each team must find *at least 2* peer-reviewed research articles that address the same educational research problem you are exploring; the problem should be clearly defined in the introduction of the articles; the articles should also discuss potential reasons for the problem and present potential solutions
3. Each team must find *at least 2* forms of media that inform your team's problem and/or a solution to the problem; may include the following:
  - a. Podcasts
  - b. Blogs
  - c. YouTube videos

**Part C: Upload to Courseweb for classmates to access:**

1. 1 report/policy brief
2. 2 peer-reviewed articles
3. 2 forms of media

**\*TEAMS MUST UPLOAD ALL ITEMS AT LEAST 8 DAYS BEFORE THE DUE DATE OF TOPIC; ALL STUDENTS SHOULD ACCESS & REVIEW THE MATERIALS PRIOR TO CLASS\***

**Part D: Present your problem to the class:**

1. Each team must present their topic on the due date (**90 minutes**)
  - a. Include discussion about all the items uploaded to inform the problem
  - b. Include at least 1 interactive activity
2. In the presentation, your goal is to convey the following:
  - a. The educational problem
  - b. Reasons for the problem
  - c. Potential solutions to the problem
3. All team members should contribute to the presentation (which does not necessarily mean that all team members must present; contributions come in various forms)

*Accessibility Requirements:*

*\* Videos should have closed captioning*

*\*Please conduct an accessibility check of slides (within the tool bars >Review > Check accessibility)*

## **Literature Review**

**Due: April 13<sup>th</sup>**

The final product for this class, and ultimately for the Masters in Education (M.Ed.) program, is a **review of scholarly and professional literature**. The course is designed to help students develop the literature review in sections (referred to as “scaffolding”), with one comprehensive document presented to the instructor and advisor at the end of the course.

With each submission, the instructor will provide feedback within 2 weeks. Students are required to address all comments and suggestions made by the instructor before developing the next section, and prior to the subsequent submission (e.g., submit problem statement, receive feedback, address all comments, add theme #1 & #2, submit revisions of introduction with theme #1 & #2 added; repeat the cycle until the 15-page literature review is complete).

The literature review should be **approximately 15 pages**, not including references, charts, & appendix. It must be in APA 6<sup>th</sup> edition format. The literature review should follow this format:

### **1. Problem Statement (approximately 2 pages)**

- a. What is the larger problem in educational practice you are addressing?
- b. How do you propose to address the problem?
- c. Include a “roadmap” (Summarize the 3 main topics you will cover)

You should include statistics or other relevant data to present the educational problem. Often these statistics come from reports and policy briefs, or other non-scholarly sources.

### **2. Review of the Literature (approximately 9 pages)**

- a. Main theme in the literature #1 (3 pages)
- b. Main theme in the literature #2 (3 pages)
- c. Main theme in the literature #3 (3 pages)

You should examine an ample body of relevant literature (**at least 15 peer reviewed research articles**). The literature review should be succinct, comprehensive, and integrated; it should not be a series of annotation. Identify **three main themes** within the literature and develop three sections that are centered on those themes.

### **3. Proposed Solution (approximately 3 pages)**

- a. Propose a solution to the problem in educational practice, based on the research you reviewed

### **4. Conclusion (approximately 1 page)**

- a. Briefly summarize what you covered in your literature review



## COURSE SCHEDULE

<b>Week &amp; Due Date</b>	<b>Readings &amp; *Topics</b>	<b>Item(s) Due</b>	<b>Feedback by</b>
Jan 6 <sup>th</sup>	Machi & McEvoy (2016): Intro, Ch 1-3 Garcia, Núñez, & Sansone (2019)  *Pick research problem & teams		
Jan 13 <sup>th</sup>	Machi & McEvoy (2016): Ch 4-5 Poon, Squire, Kodama, & Byrd (2016)  *Exploring the research problem		
Jan 20 <sup>th</sup>	Castagno & Brayboy (2008) Johnston-Guerrero (2016) Harper, Patton, & Wooden (2009)  <b>*No class (MLK Day)</b>	Problem Statement	Feb 2 <sup>nd</sup>
Jan 27 <sup>th</sup>	OUTCOMES  *Reviewing the literature		
Feb 3 <sup>rd</sup>	EXPERIENCES  *Annotated bibliography		
Feb 10 <sup>th</sup>	ACCESS & TRANSITION  *Reviewing the literature	Problem Statement (updated) Outline & 3 Annotations *due to instructor & advisor	Feb 23 <sup>rd</sup>
Feb 17 <sup>th</sup>	Patel (2016): ALL  <b>*No class</b>  *Individual meetings with instructor as needed  *Set up meeting with advisor		
Feb 24 <sup>th</sup>	GRADUATION, PERSISTENCE, & RETENTION		
Mar 2 <sup>nd</sup>	STRUCTURES	THEME #1 & #2 (plus PS)	Mar 15 <sup>th</sup>
Mar 9 <sup>th</sup>	<b>*No class (Spring Break)</b>		
Mar 16 <sup>th</sup>	OPEN TOPIC		

Mar 23 <sup>rd</sup>	*writing conference proposals	THEME #3 (plus PS & theme #1 & #2)	Apr 5 <sup>th</sup>
Mar 30 <sup>th</sup>	<b>*No class</b>  *Individual meetings with instructor as needed		
Apr 6 <sup>th</sup>	Garcia (2018) Martinez (2019) Poon (2019)  *Writing for the public & policy		
Apr 13 <sup>th</sup>	<b>*No class</b>  *finalize literature review	FINAL Literature Review *due to instructor and advisor	
Apr 20 <sup>th</sup>	<b>*No class (Finals)</b>		

Students are encouraged to submit their Masters Seminar papers to the Council of Graduate Students in Education (CGSE) Conference; tentative dates are as follows:

January 13<sup>th</sup>: Call for applications  
 March 1<sup>st</sup>: Application deadline  
 March 9<sup>th</sup>: Acceptance notification  
 March 13<sup>th</sup>: Participation confirmed  
 April 3<sup>rd</sup>: CGSE Conference