Evaluation of Two Research Articles: Group 3

Article 1:

1: Trevor Patterson
2:  Parker Watson
3: Charity Rodriguez

4: Megan Gregory
5:Brendan Holba

6:Anne Mendoza
7:Traci Dewert

8:Anne Mendoza

Article 2:

1: Charity Rodriguez

2: Charity Rodriguez

3:Traci Dewert

4:Brendan Holba

5:Megan Gregory

6: Trevor Patterson

7: Parker Watson

8:Brendan Holba

Article 1: [Estell, D., Farmer, T., Cairns, R., & Cairns, B. (2002). Social relations and academic achievement in inner-city early elementary classrooms. *International Journal of Behavioral Development, 26*(6), 518-528.](https://kuconnect.ku.edu/courses/1031/files/228664/download?wrap=1)

1. Which paradigm do the researchers adhere to? Why did you assign that particular paradigm (i.e., What made you think that the researcher followed that paradigm)?

The type of research paradigm used by the authors in this article is one that scientists established as the most dominant method in the early 20th century. This method is called the Post Positivist Paradigm. I think this best represents the type of study the authors chose, because it relies heavily on an experiment that involves generating a hypothesis and testing it. It also uses a quantitative type of method that a post positivist research paradigm typically uses.

1. What are the research questions the study addresses?

This study has one main research question with four approaches within it.  The main research question is:

What are the linkages between peer relations and academic achievement in early elementary-school children in both of the areas described above (popularity and academic ability, and distinct peer groups marked by similar levels of achievement)?

* + Examine the association between general peer regard and academic achievement.
	+ Explore heterogeneity in this relationship through the use of cluster analytic techniques on measures of popularity, aggression, and academic achievement.
	+ Examine whether children tended to associate with peers who are similar to themselves on levels of academic achievement.
	+ Examine these relationships longitudinally, with two main goals.
		1. First, to see the subgroups identified replicated in the second year.
		2. Secondly, if the individuals tend to remain in a particular configuration.
1. What type of quantitative or qualitative research design is each study?

This study uses a quantitative, longitudinal research design since they followed students from first to second grade (only 92 students). Additionally, this was not completely random assignment as each student did not have an equal opportunity to be in either group because they were already in classrooms. This is quasi-experimental because 2 groups were used, but it was not random, and differences between the groups were closely examined. This study did not have a particular control group, but rather a comparison group. These students were already separated by classrooms, and then by gender as well.

This was non-experimental since there is not comparison between groups.

1. Were theoretical or procedural sampling methods used?

Procedural methods were used in this study as expressed by the authors of this study in the samples and methods sections. Quantitative studies use procedural sampling.

1. What specific type of theoretical or procedural sampling method did the study use? Was it a cross-sectional or longitudinal design?

The Estell, Farmer, and Cairns' study uses a procedural sampling method of convenience sampling. They look at a theory, studying African American inner city students for 2 years that meet a certain criterion.  As stated in the study, Estell et al use a longitudinal design in their research.

1. Given the particular sampling method used in the study, evaluate the degree of generalizability or transferability. Address who or what is the target of the sampling method (population, groups, theory, etc.) Do the researchers provide a reasonable justification for the chosen sampling method? Could the researchers have reasonably used better sampling methods to address the research question? For example, if they used non-probability sampling, why might the researchers have used probability sampling instead?

The purpose of this study was to gather data about an existing theory that had not been explored in a younger age group.  It was a non-experimental design as there was not a control or comparison group used. The study utilized procedural sampling methods which resulted in a low degree of generalizability.  The sample studied was 99% African-American and 100% inner-city and low income participants.  Socialization among other groups may not follow the same trends as this group limiting its generalization.  However, because this study has its basis in grounded theory and had the intention of analyzing an existing theory with a different population, this study did not seek to be highly generalizable.

While the results of this study were not high generalizable, they did have good transferability.  The results of this study were similar to results of other studies done with other age groups and a longitudinal research design was used to verify the data.

One limiting factor to consider in the design of this study is the question as to the relationship between the independent and dependent variables.  Are positive, prosocial relationships encouraging high academic achievement, or does academic achievement drive the selection of social groups?  To gain great levels of both generalizability and transferability as well as identify which variable is driving the other, more studies would need to be done with random sampling and control of the variables.

1. Describe the type of data and the methods used to collect the data. If quantitative methods were used, identify the level of measurement and type of test used.

This study used Quantitative method and also used Attitude tests. The Ievel of measurement was ordinal; the tests, interviews, and grade reports were used to place the students in a ranked order. I also chose this type because the researcher did use a Likert-type format to show results. The researcher had the teachers score the students on a 7-point scale in regards to 18 items, which was a part of the Interpersonal Competence Scale. Grades were obtained from official school transcripts to score students from a range of 0 to 100 and then an overall average was calculated for each student across reading, spelling and math.  A semi structured, face-to-face interview was completed. Information gained from the interviews was used to calculate the students on Social Cognitive Maps. To determine the relationship between academic performance and social centrality, information from the SCM analysis was used to calculate the individual’s standing in the social network. Mixed methods were also used as they used interviews and document reviews which both fall under qualitative.

1. Given the research question or aim of the study, evaluate if the type of data and method of data collection were appropriate. Would other types of data have substantially enhanced your understanding of the findings or research question? What questions did the type and method of data leave unanswered?

The aim of the study was to determine if the theory that social relationships within a classroom have an impact of academic achievement, which has held true for older age groups, also transfers to younger elementary children.  Because, this study is grounded research design and intended to show transferability of a theory and not generalizability of an intervention, the data collection and analysis methods were appropriate.  To compensate for a small sample size, and to study possible changes with the age of the students, a longitudinal design was used which showed a clear pattern the supported the 7 hypothesis that were developed based on the existing theory presented from multiple research studies done with older children.  A larger sample size randomly selected could help solidify the findings of this study and a study that separated the variables of social group choice and academic achievement could support the theory that social group choice affects academic achievement rather than the chance that academic achievement supports social group choice.

Article 2: [Bokhorst-Heng, W. (2007). Multiculturalism’s narratives in Singapore and Canada: Exploring a model for comparative multiculturalism and multicultural education. *Journal of Curriculum Studies, 39*(6), 629-658.](https://kuconnect.ku.edu/courses/1031/files/228516/download?wrap=1)

1. Which paradigm do the researchers adhere to? Why did you assign that particular paradigm (i.e., What made you think that the researcher followed that paradigm)?

The research paradigm which best describes the Bokhorts-Heng study appears to be the transformative paradigm. This study is looking for meaning in multicultural settings through narratives from the countries themselves which accumulated knowledge in a cultural context. It is a qualitative style as the information to answer the various research questions is all through narratives. Transformative paradigm also discusses how culture is exchanged, shared through various sources, education, family and Government as discussed in the podcast there was great value placed on the researcher’s interaction with the participants, and a clear respect for the cultures as well as showing the value transferred through narratives within the culture, and the understanding, respect for multicultural education.

1. What are the research questions the study addresses?

How is multicultural education defined? ● How does this definition (or definitions) come to be dominant? ● What are the goals and objectives of multicultural education? ● How does multicultural education intersect with multiculturalism at the societal and political levels? ● How does multicultural education intersect with the ‘imagined community’? ● What are the practices of multicultural education? ● How do these practices relate to its ideological meanings? All through narratives.

1. What type of quantitative or qualitative research design is each study?

This is a qualitative research design because the researcher used a narrative analysis design and a grounded theory design. This is a narrative analysis because of all the narratives used in the study. Further, it is grounded theory because of the constant-comparative method of comparing the narratives as well as the researcher's goal to suggest tentative ideas, theories, and hypotheses about relationships of multiculturalism.

1. Were theoretical or procedural sampling methods used?

The Bokhorst-Heng study is conducted using theoretical sampling methods.  This study looks at two groups of people and their narratives, those from Canada and those from Singapore.  Theoretical sampling looks to assess and analyze groups of people and their stories.

1. What specific type of theoretical or procedural sampling method did the study use? Was it a cross-sectional or longitudinal design?

Theoretical methods-Conceptual: Theory-based sampling  was used in this study as explained by the authors when choosing narratives from Singapore and Canada to detail and evaluate in order to represent the theoretical construct of multiculturalism.  Further, this is a cross-sectional design as the authors do not conduct research over a period of time; it is an analysis of these two groups as it applies globally at this specific point in time.

1. Given the particular sampling method used in the study, evaluate the degree of generalizability or transferability. Address who or what is the target of the sampling method (population, groups, theory, etc.) Do the researchers provide a reasonable justification for the chosen sampling method? Could the researchers have reasonably used better sampling methods to address the research question? For example, if they used non-probability sampling, why might the researchers have used probability sampling instead?

In this study, a theoretical sampling method is being used by the authors to help examine the diverse nature of multiculturalism. Canadian and Singaporean multicultural narratives are explored to test out some of the different aspects in the study. The author envisions creating a dialogue inviting various multiculturalisms spread out all around the globe and to examine the way in which these multiculturalisms come about. This study uses a theoretical qualitative approach which can sometimes be a lot of words and information for the reader to take in. I believe the researcher could have used a probability sampling method that used a more quantitative approach where all different kinds of multiculturalisms could have been examined. This direction could have been more forgiving to the average reader as there would have been more numbers rather than words to examine.

1. Describe the type of data and the methods used to collect the data. If quantitative methods were used, identify the level of measurement and type of test used.

This article research was conducted through a qualitative method.  They used the document and record review method to collect their data.  Throughout the article, they make many references towards the different documents about they pulled and used as evidence for their research.  In the article Bokhorst-Heng references many articles, acts, and governmental documents to support her research, some of these documents and record include: the 2001 Census (Statistics Canada 2003b) documents, *The Multiculturalism Act* (Government of Canada 1988), and Prime Minister Trudeau’s speech on multiculturalism, and subsequent policy documents and annual reports.  These are some of the documents and records of review that Bokhorst-Heng uses throughout her research to support her theory.

1. Given the research question or aim of the study, evaluate if the type of data and method of data collection were appropriate. Would other types of data have substantially enhanced your understanding of the findings or research question? What questions did the type and method of data leave unanswered?

Bokhorst-Heng examines multiculturalism within a nation.  While many questions are asked throughout the study, the overarching question that is looked at is how multiculturalism fits into education.  I do believe that the data collection method was appropriate for this study.  The study uses a theoretical sampling method which continually breaks down the narratives of the individuals and it looks at their stories, not just numbers and other information collected.  While the study did cover a lot of ground the sample size was not extensive and so because of that it leaves some thought as to how to rest of the country feels about multiculturalism in education.  I think that the numerous narratives and the ability to compare the two countries of Singapore and Canada against one another can show how important multiculturalism is and the effects that it has on people groups as we continue into a more globally connected world.

FEEDBACK





ASSIGNMENT DESCRIPTION

### Instructions

On this page, one designated group member will submit the evaluation assignment you have worked on with your group. Your participation on this assignment (documented in the discussion forum) will be graded individually, but the entire group will receive the same grade for the paper that is submitted. A reminder of the assignment criteria is below. Download the following rubric for detailed grading criteria on both the group submission (worth 80 points and assessed on this page) and your individual contribution (worth 50 points and assessed on the discussion forum).

* [Rubric for group assignment](https://kuconnect.ku.edu/courses/1031/files/228674/download?verifier=mGrXfNPHzKscvTR2ZgnS1cPke76PpXtptt9LMP2K&wrap=1" \o "EPSY715-M4_assignment_rubric.pdf" \t ")

As a group, you will need to submit a single document that answers eight specific questions about the following two articles:

* [**Estell, D., Farmer, T., Cairns, R., & Cairns, B. (2002). Social relations and academic achievement in inner-city early elementary classrooms.International Journal of Behavioral Development, 26(6), 518-528.**](https://kuconnect.ku.edu/courses/1031/files/228664/download?verifier=5RIrCXhAskaniPpH1HPhApbqJ8QErguhSDrtWzrL&wrap=1)
* [**Bokhorst-Heng, W. (2007). Multiculturalism’s narratives in Singapore and Canada: Exploring a model for comparative multiculturalism and multicultural education. Journal of Curriculum Studies, 39(6), 629-658.**](https://kuconnect.ku.edu/courses/1031/files/228516/download?verifier=74dpndCLCGhVrwlM0gOaykrbRFmgVWCa5KDPok5Z&wrap=1)

To collaborate on this assignment, you will need to create a shared document that everyone in the group can contribute to online. You can do this by clicking on the "collaborations" tab in the left-hand navigation. There, set up a Google document for this assignment. You should share this document with your instructor as well to verify everyone's participation. This discussion forum will be used to coordinate your progress on this assignment and ensure each member of the group contributes.

You are welcome to divide up the questions on this assignment, but this should be agreed upon by the group using this forum. As each member contributes to the group document, he or she should post to the forum to ask other group members to review and offer feedback. Your group will submit a single document on this page for the assignment. But you will receive individual grades on this discussion forum based upon the level of involvement you demonstrate in helping the group complete the shared document.

Your submitted document will need to address the following questions about each of the two articles:

1. What paradigm do the researchers adhere to? Why did you assign that particular paradigm (i.e., What made you think the researcher is following that paradigm)?
2. What are the research questions the study addresses?
3. What type of quantitative or qualitative research design is used by each study?
4. Were theoretical or procedural sampling methods used?
5. What specific type of theoretical or procedural sampling method did the study use? Was it a cross-sectional or longitudinal design?
6. Given the particular sampling method used in the study, evaluate the degree of generalizability or transferability. Address who or what is the target of the sampling method (population, groups, theory, etc.) Do the researchers provide a reasonable justification for the chosen sampling method? Could the researchers have reasonably used better sampling methods to address the research question? For example, if they used non-probability sampling, why might the researchers have used probability sampling instead?
7. Describe the type of data and the methods used to collect the data. If quantitative methods were used, identify the level of measurement and type of test used.
8. Given the research question or aim of the study, evaluate if the type of data and method of data collection were appropriate. Would other types of data have substantially enhanced your understanding of the findings or research question? What questions did the type and method of data leave unanswered?

### Guidelines

* As a group, create a Word document that answers the eight questions listed in the assignment criteria for both articles
* Name the document using the following criteria: GroupName\_EPSY715\_M4\_Assignment.doc
* Select "submit assignment" on the upper right-hand side of the screen and upload the Word document

## Rubric

**M4: Group Project**

| M4: Group Project |
| --- |
| **Criteria** | **Ratings** | **Pts** |
| This criterion is linked to a Learning Outcome Identifies the research paradigm used by the study’s author |

|  |  |  |
| --- | --- | --- |
| 10.0 ptsCorrectly identifies the research paradigm of the author and explains where in the study this paradigm is indicated | 5.0 ptsCorrectly identifies the research paradigm of the author, but does not explain how this determination can be made from reading the article | 0.0 ptsIncorrectly identifies the research paradigm of the author |

 | 10.0 pts |
| This criterion is linked to a Learning Outcome Identifies the research questions the study addresses |

|  |  |  |
| --- | --- | --- |
| 10.0 ptsCorrectly identifies all of the research questions the study addresses | 5.0 ptsIncorrectly identifies the research questions, but selects questions that reflect the study author's research paradigm | 0.0 ptsIncorrectly identifies the research questions, selecting questions that do not reflect the study author's research paradigm |

 | 10.0 pts |
| This criterion is linked to a Learning Outcome Identifies whether the study is quantitative or qualitative |

|  |  |  |
| --- | --- | --- |
| 10.0 ptsCorrectly identifies whether the study is quantitative or qualitative, and explains why this can be determined | 5.0 ptsCorrectly identifies whether the study is quantitative or qualitative, but does not explain why this can be determined | 0.0 ptsIncorrectly identifies whether the study is quantitative or qualitative |

 | 10.0 pts |
| This criterion is linked to a Learning Outcome Identifies whether theoretical or procedural sampling methods were used in the study |

|  |  |  |
| --- | --- | --- |
| 10.0 ptsCorrectly identifies whether the study used theoretical or procedural sampling methods, and explains why this can be determined | 5.0 ptsCorrectly identifies whether the study used theoretical or procedural sampling methods, but does not explain why this can be determined | 0.0 ptsIncorrectly identifies whether the study used theoretical or procedural sampling methods |

 | 10.0 pts |
| This criterion is linked to a Learning Outcome Identifies the specific type of theoretical or procedural sampling method used |

|  |  |  |
| --- | --- | --- |
| 10.0 ptsCorrectly identities the type of theoretical or procedural sampling method used, and whether the study has a cross-sectional or longitudinal design | 5.0 ptsCorrectly identities the type of theoretical or procedural sampling method used, but does not correctly identify whether the study has a cross-sectional or longitudinal design | 0.0 ptsIncorrectly identities the type of theoretical or procedural sampling method used |

 | 10.0 pts |
| This criterion is linked to a Learning Outcome Identifies the target of the study’s sampling method |

|  |  |  |
| --- | --- | --- |
| 10.0 ptsCorrectly identifies the target of the study’s sampling method, and evaluates whether or not the researchers used the best possible sampling method to address the research question | 5.0 ptsCorrectly identifies the type of data, but does not identify the level of measurement and type of methods used | 0.0 ptsIncorrectly identifies the type of data and the level of measurement used |

 | 10.0 pts |
| This criterion is linked to a Learning Outcome Identifies the type of data and the methods used by the study to collect data |

|  |  |  |
| --- | --- | --- |
| 10.0 ptsCorrectly identifies the type of data and also identifies the level of measurement and type of methods used | 5.0 ptsCorrectly identifies the type of data, but does not identify the level of measurement and type of methods used | 0.0 ptsIncorrectly identifies the type of data and the level of measurement used |

 | 10.0 pts |
| This criterion is linked to a Learning Outcome Extensively evaluates whether the type of data and method of data collection are appropriate, including a comparison with other types of data that could have been used and identification of the questions left unanswered by the data |

|  |  |  |
| --- | --- | --- |
| 10.0 ptsExtensively evaluates whether the type of data and method of data collection are appropriate, including a comparison with other types of data that could have been used and identification of the questions left unanswered by the data | 5.0 ptsEvaluates whether the type of data and method of data collection are appropriate, but does not compare with other types of data that could have been used and does not identify questions left unanswered by the data | 0.0 ptsRestates the type of data and method of data collection without adequately evaluating whether it was appropriate for that study. |

 | 10.0 pts |
| Total Points: 80.0 |