

DOCUMENT RESUME

ED 090 085

SO 007 239

TITLE Research Training Program in Social Science Education. Final Report.
INSTITUTION Michigan Univ., Ann Arbor. School of Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
BUREAU NO BR-6-1957
PUB DATE 7 Sep 73
GRANT OEG-0-72-4697
NOTE 31p.

EDRS PRICE MF-\$0.75 HC-\$1.85 PLUS POSTAGE
DESCRIPTORS Civics; Curriculum Research; *Doctoral Programs; *Educational Programs; *Educational Research; Evaluation; Higher Education; Inquiry Training; Instructional Improvement; *Internship Programs; Media Research; Participant Characteristics; Political Issues; Program Descriptions; Socialization; *Social Sciences; Training Objectives

ABSTRACT

Implementation of a program designed to prepare researchers in social science education, the Research Training Program at the University of Michigan, is reported. The research focus was given to problems relating to the teaching of the social sciences and history and to such topics as curriculum construction, controversial issues, the conduct of inquiry, civic education and political socialization, evaluation of materials and audio-visual media, and development and testing of instructional theories. A section on program description contains a list of program objectives and significant changes in the course of study during 1972-73. Selection, enrollment requirements, and academic qualifications of the trainees, and program graduates are mentioned in the second section of the report. The practicum training arrangements, consisting of the Supervised Research Internship and Colloquium in Research Training, are detailed. Evaluations include a director's statement and typical student remarks made regarding various aspects of the program. (Author/KSM)

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FINAL REPORT

OE Bureau of Research No.

6 1957

Contract or Grant No.

OEG - 0-72-4697

Period Sept. 1, 1972 to Aug. 31, 1973 Date of Submission 9/2/73

Name of Institution: The University of Michigan
School of Education

Title of Project: Social Science Education Doctoral Program

Name of Project Director(s): Professor William M. Cave

Office of Education Division or Staff Office: Research Training Branch

Certification

L.D. Beatty

Signature of Contract Officer
L.D. Beatty

William M. Cave

Signature of Principal Investigator
or Project Director
William M. Cave

9/2/73

Date

Sept. 7, 1973

Date

SD 007 239

ED 090085

SA 007 239

FINAL REPORT

RESEARCH TRAINING PROGRAM
IN
SOCIAL SCIENCE EDUCATION

OFFERED BY
The University of Michigan
School of Education
Department of the Behavioral Sciences
Ann Arbor, Michigan

I. PROGRAM DESCRIPTION

The Program was designed to prepare researchers in social science education. The research focus was given to problems relating to the teaching of the social sciences and history and to such topics as curriculum construction, controversial issues, the conduct of inquiry, civic education and political socialization, evaluation of materials and audio-visual communication media, and development and testing of instructional theories.

The program sought to develop research competencies as follows:

- (a) A thorough knowledge and understanding of the concepts and tools of investigation of a social science chosen from the fields of anthropology, economics, geography, history, political science, social psychology, or sociology and some familiarity with a second field chosen from the social sciences above;

(b) A thorough knowledge and understanding of the concepts and tools of investigation of the social and psychological foundations of education, particularly knowledge that emphasizes the role of the school in society, demographic and social factors impinging upon the educative process, the psychological and social stages of development of the individual, and theories of learning;

(c) A thorough grounding in the general curriculum field including practical considerations of curriculum development and theoretical dimensions in the construction of educational programs and experimental studies;

(d) Ability to synthesize the experiences from the foregoing fields and areas of specialization and to apply them to school problems and research topics in the field of social science education;

(e) Knowledge and experience with the design, preparation, and execution of research in social science education exploring a variety of theoretical constructs and utilizing the most recent statistical techniques, data gathering procedures, and computer programs;

(f) In addition to cognitive background in the substantive fields and in research skill, the development of a predisposition to inquire continuously into significant problems of education and to seek personal and career satisfaction by conducting research.

The foregoing competencies were developed in formal courses and in research seminars, colloquia and projects

especially designed for the research trainee by the staff of the Program. The coursework and research experience of the candidate were designed to satisfy the requirements for the Ph.D. degree at the University of Michigan. This program of graduate studies extended over a period of three years, and combined training in three major areas: (a) social and psychological foundations of education; (b) social science education, and (c) cognate work in the social and behavioral sciences. The trainee was expected to participate in new or on-going research projects as soon as admitted into the graduate program.

The training program should enable one to occupy a teaching or research position in a university or school system. A person trained in this Program should be able (a) to teach courses in social science education and in the social and psychological foundations of curriculum theory and development; (b) to accept joint responsibilities for training programs or for research in education and social science departments, e.g., education and political science, education and economics, etc.; (c) to become director of research in a school system desiring special competencies in social science education.

A. Significant Changes

1. No changes in objectives were made during the 72-73 year.
2. The Social Science Education Doctoral Program became part of the newly created Department of Behavioral Sciences in the fall of 1969. The shift has proved to be most beneficial for the students in the training

program. The main advantage over the previous situation is that trainees are assisted in finding appropriate research and field projects to work in headed by members of the Behavioral Science Department which are pertinent to their backgrounds and interests. In general, there is a strong emphasis on research in this department. Another major reason for joining the Behavioral Sciences Department is a better opportunity to integrate the three main components of the program:

- a. Learning and instruction in the social sciences.
- b. A substantive field such as sociology, political science or anthropology.
- c. Training in research methods and statistical techniques.

Graduates continue to indicate that placement opportunities in research are strengthened when major work in the three components above are offered through a rigorous program of studies such as that available in the Behavioral Science Department.

B. Program Changes

1. Course Requirements:

- a. Core requirements. Unless excused (see #) all trainees must take the following core courses:
 - # D632 Modern High School Curriculum (previously D532) (two hours, one semester).
 - # D605 Elementary School Curriculum (two hours, one semester).

- D640 Special Problems in the Teaching of Social Studies (three hours, one semester).
- # C608 Political Socialization of Children and Youth (previously D640) (three hours, one semester).
- When this course is not offered, C605, Education and Political Development (previously A600) can be a substitute.
- # D699 Methods of Research in Education, (two hours, one semester).
- # D740 Seminar: Social Science Education (three hours, one semester).
- D852 Curriculum Theory and Practice (previously D652) (two hours, one semester).
- * C805 Seminar: Education in Economic and Political Development (three hours, one semester).
- * C806 Seminar: Education and Socio-Cultural Change.
*Honors Colloquium (three hours, one semester),
(Arranged each semester).

* Indicates new course.

Indicates course can be waived. Criteria for waiving the core requirements marked by (#) will consist of: (a) completion of the course or its equivalent at an accredited institution with a grade of "B" or better, as indicated by an authorized transcript and (b) an interview with the director of the program which would indicate the scope of the course requirements and activities at the other institution and a judgement that the course is a satisfactory substitute meeting the major requirements of the comparable course at the University of Michigan. These criteria will be employed in order to avoid unnecessary duplications in the graduate program of the trainee. Core courses not marked by (#) may not be waived.

The course _C80f was added because it relates to theory construction and research design in the substantive behavioral areas. Its addition was one of the results of the reorganization in the School of Education and is intended, in part, to assist the student in developing his research problem and planning his research strategy.

b. Social Science Research Methods. In addition to the general program outline described in the Narrative of the original proposal (pp. 13-19) the following stipulations recently have been added to the cognate requirements: Of the 20 cognate hours, 12 to 18 are to be taken in social sciencd research methods. Depending upon the trainee's background, he will select these courses from the following:

(1) Economics

Economics 475--Economic Statistics-- three hours.

Economics 476--Introduction to Econometrics--three hours.

Economics 676--Methods and Techniques of Economic Research-- two hours.

Economics 775,776--Econometrics-- two hours each.

(2) Education

Education C650--Educational Statistics or

Mathematics 461 --Statistical Analysis or

Mathematics 465 --Introduction to Statistics-- three hours each.

Education C655, C656, C657 --Research Design and Data Analysis--three hours each. (Most students in the program elect this sequence.)

(3) Geography

Geography 505--Seminar for A.M. Students--arranged.

(4) Political Science

Political Science 630--Research Problems in Public Administration--two hours.

Political Science 687--Proseminar in Behavioral Research Methods--three hours.

Political Science 781, 782--Research Seminar in Political Behavior--one to six hours, two semesters.

Political Science 787--Seminar in Quantitative Political Analysis--three hours.

Political Science 834--Public Policy Research I and II-- three hours each.

(5) Psychology

Psychology 419--Introduction to Statistical Methods in Psychology--three hours.

Psychology 613, 641--Advanced Statistical Methods--three hours each.

Psychology 615 or Sociology 615--Case Studies of Surveys Organizations--two hours.

Psychology 616 or Sociology 616--Analysis of Survey Data--two hours.

Psychology 617 or Sociology 617--Computer Applications in Survey Research--two hours.

Psychology 713--Principles of Research Design and Evaluation-- two hours.

Psychology 714--Advanced Experimental Design--two hours.

(6) Sociology

Sociology 510--Statistical Research Methods--three hours.

Sociology 512, 513, or Political Science 512, 513--
Field Methods in Social Research--four hours each.

Sociology 516, 517-- Introduction to Survey
Research--three hours each.

Sociology 612--Methods of Survey Sampling--three
hours.

Sociology 614, 617--See Psychology 617, 616.

2. Faculty:

Professors Mark Chesler (Sociology) and David Angus (Social Foundations) continue to supplement the Social Science Research Training staff. Both are competent researchers, excellent teachers, and bring to the training program an interdisciplinary approach via the disciplines of Sociology and Educational Philosophy. In addition, the two staff members' action-research project on "Intervention in Crisis Schools" has provided an avenue of field inquiry for several of the more advanced students which has led to several doctoral dissertations.

II. TRAINEES

A. Selection:

To be eligible for the research training program the applicant must:

1. Have completed a Bachelor's degree from an accredited college or university;

2. Show promise of completing doctoral work with distinction.
3. Have at least 30 semester hours in one of the social sciences of history or in a combined social studies major;
4. Have two years of teaching experience or its equivalent unless excused by the screening committee;
5. Have an undergraduate or graduate grade point average of "B" or better;
6. Have a commitment to research in the problem areas of social science and education;
7. Intend to enroll in a full-time course of study leading to the Ph.D.

Applicants who have some graduate work up to and including a Master's degree will be eligible provided they express willingness to complete the core requirements. Applicants are recruited on a nationwide basis.

B. Enrollment:

a. Total persons enrolled in the training program:

<u>Office of Education</u>	1968-69	1969-70	1970-71	1971-72	1972-73
First yr. trainees	4	5	2	0	0
Second yr. trainees	0	3	3	3	0
Third yr. trainees	4	0	3	4	3
<u>University</u>					
First yr. trainees	2	0	2	2	3
Second yr. trainees	3	2	2	2	2
Third yr. trainees	1	2	0	2	2
Fourth yr. trainees	0	1	0	0	0

<u>Self-Supporting</u>	1968-69	1969-70	1970-71	1971-72	1972-73
First yr. trainees	0	1	1	2	3
Second yr. trainees	0	0	1	1	2
Third yr. trainees	0	0	0	1	3
Fourth yr. trainees	0	1	0	0	0

b. Office of Education Trainees only:*

<u>1968-69</u>	<u>1969-70</u>	<u>1970-71</u>	<u>1971-72</u>
T. Jackson (1)	R. Herman (1)	R. Herman (2)	C. English (3)
M McNair (1)	M. Vander Velde (1)	M. Vander Velde (2)	R. Herman (3)
J. Harrison (2)	J. Nixon (1)	J. Nixon (2)	I. Kiroleoglou (2)
S. Bailey (1)	C. English (1)	C. English (2)	J. Nixon (3)
M. Baker (3)	R. Kinnun (1)	R. Kinnun (2)	J. Ray (2)
C. Billings (3)	S. Bailey (2)	S. Bailey (3)	S. Tave (2)
M. Sugrue (3)	J. Harrison (2)	J. Harrison (3)	M. Vander Velde (3)
J. Zevin (3)	E. Shantz (2)	E. Shantz (3)	

<u>1972-73</u>	<u>1972 (Winter-Spring Semesters)</u>
I. Kiroleoglou (3)	Selma Khammash **
J. Ray (3)	Steve Manchester**
S. Tave (3)	Dennis Sinclair**

* The numbers in parentheses (#) refer to the trainee's year in the program.

** In accordance with the memorandum dated September 3, 1971 sent by NCRD these advanced doctoral students were awarded stipends for the 1972 winter-spring semesters. They were assigned to research internships as follows:
Selma Khammash -University Admissions Office (for Institutional Research).
Steve Manchester - Institute for Social Research
Dennis Sinclair - Media and Audio-Visual Center (Experimenting with Social Studies Films).

C. Present Trainees:

<u>Office of Education</u>	<u>Under-grad. Grade Pt.</u>	<u>Grad. Grade Point</u>	<u>Degrees</u>	<u>Miller Anal. Score</u>	<u>Recom-mend.</u>	<u>Year/Month Degree Completed</u>
Robin Herman**	B-	B+	Ph.B. M.A.T.	35	HR	1972
Michael Vander Velde**	B-	-	B.A.	55	HR	1973 (Dec.)
James Nixon**	B	B+	B.A. B.D. M.A.	72	HR	1972
Isidoros Kioleoglou***	A-	A-	B.S. M.A.	49	HR	1973 (Dec.)
Janet Ray	A	A	B.A. M.A.	95	HR	Dropped out
Susan Tave**	B	A-	B.A. M.A.	43	HR	1973 (Spring)
Clifford English**	B-	A-	B.S. M.A.	22	HR	1972
Raymond Kinnun***	B-	B+	B.A. M.Ed.	72	HR	1973 (Dec.)
Susan Bailey**	B+	B+	B.A.	74	HR	1971
Jo-Ann Harrison**	B+	B+	B.A.	70	HR	1971
Ellen Shantz**	B+	-	B.A.	65	HR	1972
<u>University Grants</u>						
Nancy Freitag Sprague**	A-	A-	B.A. M.A.	53	HR	1970
Jo Ann Sweeney**	-	B+	B.A. M.A.	40	HR	1969
Allen Glenn**	-	A-	B.A. M.A.	45	HR	1970
Patricia Johnson**	A-	A-	B.A.	78	HR	1972
Bob Scobie**	B-	A-	B.A. M.A.	45	HR	1970
Dan McConochie***	A	A	B.A. M.A.	49	HR	1973 (Dec.)

c. Present Trainees: (Cont.)

	<u>Under- Grad. Grade Pt.</u>	<u>Grad. Grade Point</u>	<u>Degrees</u>	<u>Miller Anal. Score</u>	<u>Recom- mend.</u>	<u>Year/Month Degree Completed</u>
<u>Self-Supporting</u>						
Mary Sugrue	B-	A-	B.A. M.A.	73	HR	1969
Selma Khammash**	A-	A-	B.S. M.A.	91	HR	1973 (Sept.)
Steve Manchester***	A-	A	B.A. M.A.	70	HR	1973
Dennis Sinclair***	B-	A	B.A. M.A.	62	HR	1973 (Dec.)
James Eckenrod**	A-	A-	B.A. M.A.	65	HR	1971
Earl Newman**	B+	A-	B.A. M.A.	74	HR	1973 (Dec.)
Evelyn Robinson**	A-	A-	B.A. M.A.	82	HR	1973 (Dec.)

** The trainees so noted have completed their dissertations.

*** The trainees so noted have dissertations in progress.

Note: HR (highly recommended)

D. Past Trainees (1969-72):

(1) Trainees leaving, returning, or completing program:

Jo-Ann Harrison - resigned on 8/30/70 to accept a position at the State University of New York at Stony Brook. She completed her dissertation in the fall of 1971.

Ray Kinnun - withdrew on 8/30/70 to accept a supervisory position in Social Studies with the Detroit Public Schools. He has a dissertation in progress, and is expected to completed his work in the winter of 1973.

Richard S. Knight - withdrew from the program to accept a position as an Assistant Professor at Utah State University 8/30/68. He finished his dissertation in December, 1971.

Susan Bailey - withdrew on 8/30/69 to accompany her husband to Latin America. She completed a cross-cultural study in Bogota, Colombia, on "Political Socialization Processes in Selected Bogota (Colombia) Schools." She returned to the program, and completed her thesis in the spring of 1971. She now is on the staff of Population Council; Bogota, Colombia.

Janet Ray - withdrew on 8/30/71 for personal reasons. She was approaching the dissertation stage when she resigned, and was expected to return to the program in the fall of 1972 to complete the doctorate.

Ellen Shantz - was awarded Miss Ray's Fellowship for the 1971-72 academic year.

(2) Trainees who have received their degrees:

<u>Name</u>	<u>Dissertation Title.</u>
Milton Baker	"Training Prospective Social Studies Teachers in Aspects of the Inquiry Method: The Effects of Different Models on a Trainee's Attitudes, Intentions and Behaviors."
Charles Billings	"Inquiry Into Some Aspects of the Political Socialization of Black Students Activities In High Schools."
Lee H. Ehman	"The High School Social Studies Curriculum in the Process of Political Socialization of Adolescents."

(2) Trainees who have received their degrees (cont.):

<u>Name</u>	<u>Dissertation Title</u>
Allen Glenn	"A Study of Elementary School Children's Attitudes of Political Change, Efficacy, and Trust."
Nancy F. Sprague	"Some Teacher-Student Correlates of Classroom-Interaction Patterns in the Discussion of Social Issues."
Mary Sugrue	"Studies of Teacher-Student Belief-Correspondence Patterns and Student Affect Patterns Towards Controversial Social Issues Classes and Teachers."
Jo A. Sweeney	"Student Belief in Open Discussion of Controversial Social Issues in Michigan Secondary Schools."
Jack Zevin	"The Effect of an In-Service Training Program in the Inquiry Method Upon the Behaviors and Attitudes of a Group in Inner-City Teachers."
Susan Bailey	"Political Socialization Processes in Selected Bogota (Colombia) Schools."
Jo-Ann Harrison	"Classroom Environments and Race Relations in an Urban High School."
Robin Herman	"School Bureaucratic Structure: A Sociological Analysis."
James Nixon	"Factors Related to School Desegregation Decisions by the Board of Education in a Midwest Community."
Clifford English	"On the Streets: A Participant-Observer Study of the Street Culture."

(2) Trainees who have received their degrees (cont.):

<u>Name</u>	<u>Dissertation Title.</u>
James S. Eckenrod	"The Effect on Student Achievement of In-Service Institutes in Sociology for Teachers."
Susan D. Tave	"An Evaluation of Alternative Modes of Citizen Participation in Public, Private, and Parochial School Systems."

E. Graduates

Allen Glenn - Completed his degree in August 1970 and accepted a position at the University of Indiana as an Assistant Professor of Social Studies Education starting in the fall of 1970.

Nancy Freitag Sprague - Completed her degree in August 1970 and accepted a position as Assistant Professor at the University of Maryland beginning in the fall of 1970.

Jo A. Sweeney - Completed her degree in December 1969 and accepted a position as Assistant Professor at the University of Texas commencing the fall of 1970.

Mary Sugrue - completed her degree in December 1969 and accepted a position as Assistant Professor at the Fort Wayne branch of the University of Indiana commencing the winter of 1970.

Milton Baker - received his Ph.D. in August 1969. He has taken a position as Assistant Professor of Education at the State University of New York at Buffalo. He hopes to set up micro-teaching labs there and engage in research on teaching.

E. Graduates (cont.):

Charles Billings - received his Ph.D. in August 1969. He has accepted a new position as an Assistant Professor of Education and Political Science at New York University.

Lee Ehman - received his Ph.D. in August 1969. He was appointed Assistant Professor of Education at Indiana University in Bloomington. There he teaches undergraduate social studies courses and conducts research in social studies education and political behavior. He will also develop a graduate course in research and methodology.

Jack Zevin - received his Ph.D. in August 1969. He was appointed Assistant Professor of Education at Queens College in Flushing, New York. He teaches undergraduate and graduate courses in education and conducts research on the education of children in the inner-city.

Susan Bailey - received her Ph.D. in August 1971. She has returned to Bogota, Colombia, to continue studies in cross-cultural aspects of Political Socialization, and is on the Population Council staff.

Jo-Ann Harrison - received her Ph.D. in the fall of 1971. She is currently an Assistant Professor at State University of New York at Stony Brook.

Robin Herman - received his Ph.D. in the fall of 1972. He is currently assigned to the Wayne State University overseas faculty and is teaching in Germany.

(2) Graduates (cont.):

James Nixon - received his Ph.D. in the summer of 1972. He is currently an Assistant Professor at the University of Tennessee in the Department of Sociology.

Clifford English - received his Ph.D. in the fall of 1972. He is currently an Assistant Professor at Luther College in Decorah, Iowa in the Department of Sociology.

Susan Tave - completed her degree in the spring of 1973, and is currently teaching at Emanuel College in Boston.

Patricia Johnson - completed her degree in 1972, and accepted a position as Assistant Professor at Florida State University.

Ellen Shantz - completed her degree in 1972, and is currently on the staff of the School of Public Health, The University of Michigan.

James Eckenrod - completed his degree in 1971, and is on the staff of the Social Studies Resource Center in Boulder, Colorado.

Richard Knight - completed his degree in 1971, and is Assistant Professor of Social Studies Education at Utah State University.

Earl Newman - will complete his degree in December, 1973, and is currently teaching Social Studies at Michigan State University.

III. PRACTICUM TRAINING ARRANGEMENTS

A. Description

1. The objectives of the Supervised Research Internship are to introduce the trainees to actual applications of learned methods and tools of research. Drawing on all aspects of the program, the trainee is required to focus and integrate his knowledge in one or more of the social sciences, in education, research conceptualization and design, data analysis, and in the preparation and administration of sophisticated research reports.
2. While the emphasis of the internship is upon the development of individual insight and research competence, the interns benefit from the advice and constant supervision of experienced researchers.
3. The trainees have had the opportunity to choose from at least three possible research experiences:
 - (a) Participating in a research project which is already underway, e.g., "Structure and Process of Inquiry Into Social Issues in Secondary Classrooms;" "Education' and Nation-Building in Selected Countries: Lebanon Project;" "The University of Michigan Curriculum Project" directed by Professors Ronald Lippitt and Robert Fox; "Introducing Sociology into the High School Curriculum," by Professor Robert Angell; and "Intervention in Crisis Schools," with Professor Mark Chesler.
 - (b) Developing individual or group trainee research in an Education/Social Science area, supervised by one or more researchers as required.

- (c) Being attached to a director of research in a public school system, such as Detroit, or to a Bureau of Educational Research in a university. Again, this type of intership would be closely supervised by mature researchers.
4. The Research Internship runs continuously through the duration of one's program, but research concentration takes place during Semester IIIA (eight-week spring half-term) of the first, second, and third years of the trainee's graduate program. These are non-credit but required experiences.
- (a) During the supervised intership experience last spring, survey research techniques were again developed with an emphasis on the theoretical as well as the field implications. Professors Cave, Chesler and other members of the faculty offered guidance in questionnaire construction, sampling design, data analysis, and the theoretical implications of survey research for political socialization and other types of empirical studies. In addition, the trainees received direction in the use of some computer programs with the additional guidance of the School of Education's statistical laboratory directed by Professors Clemens Johnson, Ned Flanders, and Lee Collet.
5. As part of these continuous efforts, a Colloquium in Research Training meets periodically to prepare and analyze research projects, and to study problems encountered in the conduct of research. Some of the notable researchers and topics featured in past colloquia have been:
- Mrs. Midred Cobb, Director of Curriculum, Jefferson County Public Schools of Louisville, Kentucky.

Professor Byron G. Massialas, Head, Social Studies Department
Florida State University, Tallahassee.

Professor Menachem Gerson, Institute of Research on Kibbutz
Education (Israel).

Dr. Raymond Muessig, Professor of Social Science Education,
Ohio State University.

Dr. Jean Fair, Professor of Social Science Education, Wayne
State University.

Professor Robert Angell, Department of Sociology, University
of Michigan - "Sociological Resources: A Progress Report,"

Professor Halim Barakat, Department of Sociology, American
University of Beirut, Lebanon, "Political Alienation of Students
in Lebanon."

Professor William M. Cave, Department of Behavioral Sciences,
University of Michigan, " Research on the Political Socialization
Functions of Soviet Youth Organizations."

Professor Mark Chesler, Department of Sociology and Project
Director for the Institute of Social Research, University
of Michigan, "Studying Crisis-Prone Schools," and "Crisis
Intervention and Changes in Schools."

Dean Milton Stern, University of California at Berkeley
"The Open University - Myths and Realities,"

Professor Amadeo Giorgi, Department of Psychology, Duquesne
University - "New Perspectives in Educational Research:
Phenomenological Approaches."

Professor Stanley Dimond, School of Education, University
of Michigan, "The Detroit Citizenship Study: In Retrospect."

Francois Furet, Directeur des etudes, 6 Section, Ecole Pratiques des Hautes Etudes, Paris, France, and Visiting Professor of History, Princeton University, "Educational Reform in France."

IV. EVALUATIONS

A. Director's Statement (Professor William M. Cave):

The colloquium and internship experiences of the research trainees continued to be the most popular and valuable activities in the program. The trainees met in colloquium once every two weeks for the entire year to listen to mature researchers describe their own projects and to discuss with each other and the program director their own research problems. The outside resource people were particularly stimulating. The students were exposed not only to notables in the social sciences, but also to scholars from various parts of the world.

The program also provides a research internship during Term IIIA, roughly during May and June. As explained in another section, the trainees are expected to participate in an ongoing research project or conduct one of their own studies under supervision.

Based on discussions with and day-to-day observations of the trainees, I believe the research internship constitutes the most valuable portion of the program. This activity provides the trainees with (a) an opportunity to exchange views and discuss problems of research design and analysis with mature scholars and (b) a research problem with which they identify and have the chance to apply the concepts and research skills they learned in formal courses. In addition, it moves the trainees out of the classroom into the community and the school forcing him to relate and integrate his academic experience

to a "live" situation.

B. Some Typical Student Remarks Made Regarding Various Aspects of the Program.

Susan Bailey - During the spring research internship of 1969, as part of a pilot project we designed, Allen Glenn and I collected data on the attitudes of elementary school children toward political participation, their willingness to accept foreign peoples and nations, and their concept of political efficacy. Our sample included 237 second, fourth and sixth graders in three elementary schools. We used both written questionnaires and tape recorded personal interviews.

The research internship had a twofold value. It provided an opportunity to gain first-hand experience with survey research methods. Conducting interviews and administering questionnaires gave us new perspectives on the possibilities inherent in our research design, perspectives no amount of classroom experience could have generated. Secondly, the research conducted during the internship period has provided a base for further work in the area of childhood political socialization.

My dissertation research was conducted in Bogota, Colombia, during the first eight months of 1970. Using techniques similar to those of the pilot study. I collected data from 1,550 elementary school children in Bogota and surrounding rural areas. I am now in the process of analyzing these data and completing my dissertation.

Clifford English - It is my view that problems in the larger society carry over into the schools and seriously hinder the

educational process. Therefore, for my spring internship project, I carried out a participant observational study of the street culture in Ann Arbor, Michigan. The focus of this study was directed toward the 13 to 17 year old runaway. Special concentration was devoted to sub-cultural activities such as use of drugs, relationships with parents and attitudes toward school. As part of my data gathering, I worked in a center set up especially for runaways (Ozone House). As a result of this experience, I have continued working as a counselor for Ozone House and have conducted numerous drug education clinics in junior highs and high schools in the Ann Arbor area; both for counselors, teachers and students. This has led me directly into a dissertation topic; namely, a participant observational study into the Ann Arbor street culture. Data gathering is now in the final stages and a major concern of the study is the relationship between "street kids" and the schools. It appears that this group provides new kinds of attitudes and behavior that the schools at present are unable to cope with. One section of the study deals with alternative ways that the schools can adopt to reach these students.

In addition, I have taught a course in educational sociology at Michigan the last four semesters. Upon completion of the training program I intend to either work in a school system in some capacity that would help schools incorporate new programs designed to reach alienated students and/or teach educational sociology at the college level.

James D. Nixon - My spring internship research project for 1970 was the most significant part of my training thus far. Simply stated, this was a project to find existing demographic and qualitative data concerning the Western High School Attendance Area of the Detroit (Michigan) School District and to present

it in a manual to be used by University of Michigan School of Education students taking their "directed teaching" in that area.

Western High School Attendance Area, including one high school, two junior high schools, and a dozen elementary schools was the subject area simply because it had not been used by the U of M for directed teaching courses in the past. These were to take place in two elementary schools, the two junior highs, and the high school. In order to have some familiarity with certain aspects of the area, such a manual was needed to provide a large amount of data and some interpretation to students.

Data were secured from the Detroit Board of Education, Southeastern Michigan Council of Governments, Youth Bureau of the City of Detroit, census data, and several other lesser sources. I was in constant touch with people from the Institute for Social Research for advisory reasons.

Data were equated from different tract-bases in the several sources. Index numbers of racial-ethnic composition of schools were computed. Comparisons of school, neighborhood, instructional and administrative staff were made for the past year, the forthcoming year; and comparisons were made with what might be expected under certain redistricting plans pending before the Board of Education and the state Legislature.

A copy of the finished report, including a number of maps, is on file. As a result of this field experience, the way has been opened up for a potential doctoral dissertation.

Proposed Doctoral Dissertation - In the city of Albion, Michigan, the Board of Education adopted a plan for the total desegregation of the school system to take effect in September 1970. Part of the special costs had been assured from federal

sources, and the balance was to come from 0.7 mills of local taxes. This millage was defeated; it was removed from a larger package and resubmitted to voters successfully. Thus, the desegregation funding was defeated and the Board rescinded its action.

My dissertation is to apply research findings relative to desegregation processes to the Albion situation and make an assessment of them; to study the bases of power and the constituencies of board members; and to study the decision-making processes in the context of the desegregation issue.

Ellen Shantz - During the 1970 spring internship I carried out a political socialization study in a new high school in Livonia, Michigan, using a pencil-and-peper questionnaire to identify both citizenship attitudes and cognitive skills which were relevant to the stated objectives of the social studies teachers in the school. Besides providing valuable research experience for me, the paper resulting from this study was useful to the school itself in planning a civics curriculum for its first senior class, which entered this fall.

Currently, I am working on a research design which will attempt to validate the instrument now used by the Livonia system to assess its citizenship objective, and to behaviorally differentiate citizenship attitudes among high school students. For example, do students who are active in service organizations, or in athletics, or who do not participate in organized groups, hold different attitudes about what constitutes good citizenship, its responsibilities, and its rights?

In addition, I have helped teach two college level courses in Social Studies Methods --one at the Flint Extension of the University of Michigan, and one at a Detroit branch of Michigan State University. Upon completion of the program, I hope to work in the research area in a public school system.

Susan Tave - I strongly feel that one of the basic reasons for doing social science research is to evaluate crucial socio-political and educational structures and processes, and to suggest new strategies which endeavor to alter and improve these structures and processes. During the spring research internship, I sought to identify the characteristics which affected the manner and extent of constituency participation of two constituency organizations -- the Parent-Teacher Association , and a Citizen Advisory Council; and to evaluate the strategy of constituency organizations for bringing forth meaningful , relevant educational change in ghetto areas. One constituency organization, the C.A.C., developed from a Title I program of which \$1.5 billion a year is spent in developments regarding citizen participation. I feel my role as an educational researcher is to evaluate policy preferences, so that resources can be wisely allocated. I intend to continue doing research in the field of citizen participation in educational decision-making.

I am also interested in ethnic relations and in the role of the school as an agent of political socialization. I have previously worked with Puerto Rican high school students in New York City, as a social science teacher, and Manpower substitute teacher in mathematics; and intend to conduct a political socialization study on Puerto Rican youth since the viability of our political system depends upon certain values which support

them. I feel it is important to know how cultural attributes and their attendant political values come to be internalized by the citizenry. I endeavor to do research investigating the processes of value transmission in the school setting, and am presently working on a proposal to investigate how political cues are communicated to Puerto Rican students in the school environment; and to ascertain how Puerto Rican students work out for themselves these political values, so that they make sense to them in terms of their own life styles and patterns of action. This summer I worked with Black attorneys to devise ways of effectively communicating to Black students at an inner-city junior high school the role of the Black attorney in the ghetto.

I have also worked as a research assistant in a therapeutic community for the physically handicapped where I attempted to set up a project to measure the behavioral outcomes of a specially constructed social-action curriculum designed to teach the physically handicapped about their political and social rights.

After completing this program, I intend to do research in the public schools; hopefully in the areas of citizen participation, curriculum evaluation, ethnic and inner-group relations, and political socialization. I also intend to teach courses in social science education and educational sociology. Having participated myself in a special student-teacher program to orient new teachers to the inner-city, I would very much like to develop and participate in similar types of teacher-training programs.

Michael Vander Velde - My experiences in this program and during the spring internship have been of great importance to me.

For a number of years, I have been interested in simulation and autotelic games as a means of revising the social studies curriculum and as an exciting learning device. My internship last spring was spent:

- (a) Adopting a simulation game, "Policy Negotiation" (developed by Dr. Fred Goodman of the University of Michigan) to the U of M School of Education.
- (b) Developing a survey questionnaire to gather information about faculty and administration attitudes for use in the game.
- (c) Developing a student-run-student-initiated course in "Student Participation in Academic Governance."

The aim of the game was:

- (a) To simulate, as realistically as possible, the structure and operation of a student-faculty committee;
- (b) To use the game to teach students how committees operate and teach this within a context of the many levels of a system;
- (c) To help the students via the game to explore and develop experiences dealing with groups and individuals;
- (d) To provide an analytical model, a frame of reference or an orientation toward solving a problem.

This game became part of a project to develop a series of courses and a new approach to teaching about student activism and student participation in university governance. The use of games in this course has been a means of recreating the dynamics and conflicts of a situation and letting students try alternative

strategies and make mistakes without having the consequences held against them.

Simulation games could have a tremendous impact on the teaching of social studies. In the physical sciences, a lab experience allows the student a chance to experiment with a phenomenon, to discover its properties and to discover the consequences of the experiment. Until now this has been lacking in the social studies area. A simulation game allows a student to recreate a system, abstract the important variables, identify the problems, roles, pressure groups, interdependent forces, and simulate an outcome. The student evaluates the experience, looks at the model, determines what is good, bad, or representative and rebuilds the simulation; all the time, communication of all sorts is being increased and facilitated. Games offer the student a chance to experiment with and build different analytical models to explain the functioning of complex social systems.

I have been fortunate to study under three of the leaders of educational games; Professors Frederick Goodman, Layman Allen, and Richard Duke. Currently, I am participating in the second International Conference on Educational Gaming. The current conference is a three-week intensive course in simulation and computer gaming, gaming philosophy and game building.

The research internship allowed me a chance to get involved in creating a simulation game. However, I see that the next important step will be in using the research skills I've acquired on this program to demonstrate that games can be educational and identify statistically what simulation games teach.

V. ACADEMIC CALENDAR

THE UNIVERSITY OF MICHIGAN
CALENDAR

<u>Fall Term</u>	<u>1969</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>
Registration	Sept. 2	Aug. 31	Sept. 7-8	Sept. 6-7
Classes Begin	Sept. 5	Sept. 3	Sept. 9	Sept. 8
Classes End	Dec. 10	Dec. 9	Dec. 13	Dec. 13
Examination Period	Dec. 15-20	Dec. 14-19	Dec. 17-23	Dec. 18-23

<u>Winter Term</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>
Registration	Jan. 5-7	Jan. 4-5	Jan. 11-12	Jan. 4-5
Classes Begin	Jan. 8	Jan. 6	Jan. 13	Jan. 8
Classes End	Apr. 17	Apr. 17	Apr. 21	Apr. 20
Examination Period	Apr. 22-28	Apr. 21=27	Apr. 2- May 2	Apr. 25- May 1

<u>Spring-Summer Term</u>	<u>1970</u>	<u>1971</u>	<u>1972</u>	<u>1973</u>
Registration	May 4-5	May 3-4	May 8-9	May 7-8
Classes Begin	May 6	May 5	May 10	May 9
Spring Half Exams	June 26	June 24-25	June 30- July 1	June 29-30

Summer Registra- tion	June 29-30	June 28-29	July 5-6	July 5-6
Classes Begin	July 1	June 30	July 7	July 7
Classes End	Aug. 20	Aug. 19	Aug. 23	Aug. 24
Examination Period			Aug. 25-26	Aug. 27-28