

Educational Research I: Building a Body of Evidence with Qualitative Methods

RMTD 420

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Course Overview

Course Description

This course introduces students to the practice of qualitative research. Course content is applicable to research and evaluation contexts in education as well as other social and human service practices. As a result of this course, you will be able to:

1. Read and understand a range of qualitative research studies, including how qualitative researchers define research problems, nature of explanations, and aims of inquiry (Conceptual Framework 1)
2. Differentiate a variety of means of generating qualitative data, including interviews, observations, and document analyses;
3. Carry out aspects of a qualitative research study, including developing research questions, generating data, and analyzing data;
4. Practice reflexivity, including awareness of your own subjectivities, understanding of research as relationship, and the ethical responsibilities of qualitative researchers (Conceptual Framework 3 & 6)

The IDEA course objectives essential for this course include:

- Learning to apply course material (to improve thinking, problem solving and decisions)
- Developing specific skills, competencies, and points of view as needed by professionals in the field most closely related to this course

Other objectives important to this course include:

- Developing a clearer understanding of, and commitment to, personal values
- Learning to analyze and critically evaluate ideas, arguments, and points of view

Weekly Schedule with Course Readings & Assignments

Week	Core Reading (Required)	Work Due
1 (Aug. 27): Intro to Course, What is Qualitative Inquiry	Merriam, Ch. 1, pp. 3—20 Schwandt, T. A. (2014). <i>Dictionary of Qualitative Inquiry</i> (4 th Ed.) Thousand Oaks, CA: Sage. “Qualitative Inquiry,” “Meaning.” Loyola University Chicago Statement on Transformative Education Gutsein (2007)	
2 (Sept. 3): History of Qualitative Inquiry; Inquiry Aim	Erickson (2013) Peshkin (1993) Reason (1996) Maxwell (2012) Lincoln et al. (2011) <i>optional</i> Schwandt (2003) <i>optional</i> Kallemeyn (2014)	RESEARCH IDEAS/QUESTIONS
3 (Sept. 10): Methodology and Method	Merriam, Ch. 2 & 3, pp. 22—72 Schwandt, T. A. (2014) “Methodology,” “Method,” and additional terms that emerge in the readings. Standards for Reporting on Empirical Social Science Research in AERA Publications Maxwell (2005). Ch. 7: Presenting and Justifying a Qualitative Study, p. 117-137. Qualitative research study in your area of interest	EQR #1 ARTICLE PRESENTATION
4 (Sept. 17): Sampling; Ethics and Human Subjects (On-line)	Merriam, Ch. 4, pp. 73-104 Miles & Huberman (2013) Rapley (2014) LUC Human Subjects The Belmont Report Hemmings (2006) Deeds & Pattillo (2015)*	EQR #2 ARTICLE CRITIQUE
5 (Sept. 24): Interviews	Merriam, Ch. 5, pp. 107-136 Brinkmann (2013) Ch. 1 Freeman (2013) Martinez & Deil-Amen (2015)*	COMPLETE CITI TRAINING
6 (Oct. 1): Observation	Merriam, Ch. 6, pp. 137—161 Louis, Lawrence, & Keith (1994). Ch. 18: Observation Emerson, Fretz, & Shaw (2011) Ch. 2 In the field: Participating, observing, and jotting. Jennings (2010)*	RESEARCH PROPOSAL
7 (Oct. 8): Document Analysis	Merriam, Ch. 7, pp. 162—190 Prior (2003) Ch. 1: Basic themes: Use, production, and content, pp. 1-29. Honig (2009)*	

8 (Oct. 15): Responsibility, Reflexivity, Hegemony and Control	Dimitriadis (2001) Milner (2007) Fine (2003) Bryman, A. (2004) (Administration and Supervision ONLY) Willig, C., & Stainton-Rogers, W. (2007). (School Psychology and Counseling Psychology ONLY) Tierney, W.G. & Clemens, R.F. (2006) (Higher Education ONLY) Schubert, W.H. (2007) (Curriculum and Instruction ONLY) Lather, P. (2010) (Cultural and Educational Policy Studies ONLY) Patton, M.Q. (2002) (Research Methodology ONLY) Hatch (2007) Ch. 1 (Erikson ONLY)	<i>PROTOCOLS</i>
9 (Oct. 22): Data Analysis	Merriam, Ch. 8, pp. 195-236 Maxwell & Chmiel (2014) Cornish, Gillespie, & Zittoun (2014) Cucchiara et al. (2015)	
10 (Oct. 29)	Flyvbjerg (2001) Book Club Book	<i>DATA ANALYSIS PLAN, 9EQR #3 BOOK CLUB</i>
11 (Nov. 5): Goodness or Quality Criteria	Merriam, Ch. 9, pp. 237—266 Dennis (2013) Firestone (1993) Standards for Reporting on Empirical Social Science Research in AERA Publications	<i>DATA GENERATION</i>
12 (Nov. 12)— NO CLASS—WORK ON DATA ANALYSIS		
13 (Nov. 19): Voice, Postmodern textual representations	Merriam, Ch. 10, pp. 267—292 Eisner (1997) Fine (2003) D’Enbeau, Buzzanell, & Duckworth, J. (2010) Chang (2011)*	<i>EQR #5 ARTICLE CRITIQUE</i>
(Nov. 26)— NO CLASS; THANKSGIVING		
14 (Dec. 3):	Wrap-up and review	<i>PRESENTATIONS ON QUALITATIVE RESEARCH PROJECT</i>
15 (Dec. 10): No class meeting		<i>QUALITATIVE INQUIRY PROJECT, REFLEXIVITY</i>

*indicates a week we will have EQR #3 Discussion leaders for the indicated articles

Course Readings

This course has two required texts:

Merriam, S.B. & Tisdell, E.J. (2015). *Qualitative Research: A Guide to Design and Implementation*. (4th Ed.) San Francisco, CA: Jossey-Bass. ISBN: 978-1119003618 [3rd Edition available through library, as an ebook.](#)

Schwandt, Thomas. (2014). *Dictionary of Qualitative Inquiry* (4th Ed.). Thousand Oaks, CA: Sage. ISBN: 1412909279

Additional readings are referenced in the weekly chart above and full citations are provided below. All of these readings are either available

1. Via hyperlinks to library resources. Using the electronic version of the syllabus, you can click on the readings' hyperlinks to access them as chapters in ebooks or as journal articles that are available electronically via the LUC libraries website
2. PDF file posted on this course's Sakai page

Course Reading List

[Brinkmann, C. \(2013\). *Qualitative Interviewing*. Oxford University Press.](#)

[Bryman, A. \(2004\). Qualitative research on leadership: A critical but appreciative review. *The Leadership Quarterly*, 15, 729–769.](#)

[Chang, A. \(2011\). Undocumented to hyperdocumented: A jornada of protection, papers, and PhD status. *Harvard Educational Review*, 81\(3\), 508-521.](#)

[Cornish, Gillespie, & Zittoun \(2014\). Collaborative analysis of qualitative data. In *The SAGE Handbook of Qualitative Data Analysis*, 79-93.](#)

Cucchiara, M. (2015). "I've never seen teachers work so hard!" Teachers' working conditions in early stages of a school turnaround. *Urban Education*, 50(3), 259-297.

Deeds, V. & Pattillo, M. (2015). Organizational "Failure" and Institutional Pluralism: A Case Study of an Urban School Closure. *Urban Education*, 50(4).

[D'Enbeau, S., Buzzanell, P.M., & Duckworth, J. \(2010\). Problematizing classed identities in fatherhood: Development of integrative case studies for analysis and praxis. *Qualitative Inquiry*, 16\(9\), 709–720.](#)

Dennis, B. (2013) "Validity crisis" in qualitative research: Still? Movement toward a unified approach. In B. Dennis, L. Carspecken, & P.F. Carspecken (Eds.), *Qualitative Research: A Reader in Philosophy, Core Concepts, and Practice*, pp. 3-37. New York: Peter Lang.

[Dimitriadis, G. \(2001\). Coming clean at the hyphen: Ethics and dialogue at a local community center. *Qualitative Inquiry*, 7\(5\), 578-597.](#)

[Eisner, E.W. \(1997\). The promise and perils of alternative forms of data representation. *Educational Researcher*, 26, 4–11.](#)

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes*. University of Chicago Press.

Erickson, F. (2013) A history of qualitative inquiry in the social and education research. In N.K. Denzin & Y.S. Lincoln, *The Landscape of Qualitative Research: Theories and Issues* (4th Ed.) (pp. 89-124). Thousand Oaks, CA: Sage.

- Fine, M. (2003). For whom? Qualitative research, representation, and social responsibility. In N.K. Denzin & Y.S. Lincoln, *The Landscape of Qualitative Research: Theories and Issues* (2nd Ed.) (pp. 167-207). Thousand Oaks, CA: Sage.
- [Firestone, W.A. \(1993\). Alternative arguments for generalizing from data as applied to qualitative research. *Educational Researcher*, 22, 16–24.](#)
- Flyvbjerg, B. (2001). *Making social science matter: Why social inquiry fails and how it can succeed again*. Oxford, UK: Cambridge University Press. Ch. 5: Values in social and political Inquiry, pp. 65.
- Freeman, M. (2013) Meaning making and understanding in focus groups: Affirming social and hermeneutic dialogue. In B. Dennis, L. Carspecken, & P.F. Carspecken (Eds.), *Qualitative Research: A Reader in Philosophy, Core Concepts, and Practice*, pp. 131-148. New York: Peter Lang.
- [Gutsein, E. \(2007\). “And That’s Just How It Starts”: Teaching Mathematics and Developing Student Agency. *Teacher College Record*, 109\(2\), 420–448.](#)
- Hatch, (2007). *Early childhood qualitative research*. Taylor & Francis. Ch. 1
- [Hemmings, A. \(2006\). Great ethical divides: Bridging the gap between institutional review boards and researchers. *Educational Researcher*, 35\(4\), 12-18.](#)
- [Hill, C. E., Thompson, B. J., & Williams, E. N. \(1997\). A guide to conducting consensual qualitative research. *The Counseling Psychologist*, 25\(4\), 517-572. \(School Psychology and Counseling Psychology ONLY\)](#)
- [Honig, M.I. \(2009\). No small thing: School district central office bureaucracies and the implementation of new small autonomous schools initiatives. *American Educational Research Journal*, 46\(2\), 387–422.*](#)
- [Jennings, J. L. \(2010\). School choice or school's choice? Managing in an era of accountability. *Sociology of Education*, 83\(3\), 227-247.*](#)
- Kallemeyn, L.M. (2014) School-level organizational routines for learning: supporting data use. *Journal of Educational Administration*, 52(4), pp.529 – 548.
- Lather, P. (2010). *Engaging Science Policy: From the Side of the Messy*. New York, NY: Peter Lang. Ch. 1 and 2 (pp. 1-34).
- Lincoln, Y.S., Lynham, S.A., & Guba, E.G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In N.K. Denzin & Y.S. Lincoln (eds.), *The SAGE Handbook of Qualitative Research* (4th Ed.) pp. 97-128. Thousand Oaks, CA: Sage.
- [Louis, C., Lawrence, M., & Keith, M. \(1994\). Research methods in education. *Routledge, London, ISBN, 415374103*, 365-370. Ch. 18: Observation.](#)
- Martinez, G. & Deil-Amen, R. (2015). College for all Latinos? The role of high school messages in facing college challenges. *Teachers College Record*, 117.
- Maxwell, J. A. (2005). *Qualitative Research Design: An Interactive Approach: An Interactive Approach*. Sage.
- [Maxwell, J.A. \(2012\). The importance of qualitative research for causal explanation in education. *Qualitative Inquiry*, 18\(8\), 655-661. doi:10.1177/1077800412452856](#)
- [Maxwell, J. A., & Chmiel, M. \(2014\). Notes Toward a Theory of Qualitative Data Analysis. In U. Flick \(ed.\), *The SAGE Handbook of Qualitative Data Analysis*, p. 21.](#)
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2013). *Qualitative data analysis: An expanded sourcebook* (3rd ed.). Thousand Oaks, CA: Sage Publications.
- [Milner, H. R. \(2007\). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. *Educational Researcher*, 36\(7\), 388-400.](#)

- Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*. (3rd Ed.) Thousand Oaks, CA: Sage. pp. 3-29.
- [Peshkin, A. \(1993\). The goodness of qualitative research. *Educational Researcher*, 22, 23—29.](#)
- [Prior, L. \(2003\). *Using documents in social research*. Sage. Ch. 1: Basic themes: Use, production, and content, pp. 1-29.](#)
- [Rapley, T. \(2014\). Sampling strategies in qualitative research. In U. Flick \(ed.\), *The SAGE Handbook of Qualitative Data Analysis*, p. 49.](#)
- [Reason, P. \(1996\). Reflections on the Purposes of Human Inquiry. *Qualitative Inquiry*, 2\(1\), 15-28.](#)
- [Schubert, W.H. \(2007\). Curriculum Inquiry. In F.M. Connelly, M.F. He, & J. Phillion \(Eds.\), *The Sage Handbook of Curriculum and Instruction*, pp. 399-419. Thousand Oaks, CA: Sage.](#)
- Schwandt, T.S. (2003). Three epistemological stances for qualitative inquiry: Interpretivism, hermeneutics, and social constructionism. In N.K. Denzin & Y.S. Lincoln, *The Landscape of Qualitative Research: Theories and Issues* (2nd Ed.) (pp. 292-331). Thousand Oaks, CA: Sage.
- [Standards for Reporting on Empirical Social Science Research in AERA Publications](#)
- Tierney, W.G. & Clemens, R.F. (2006). Qualitative research and public policy: The challenges of relevance and trustworthiness. In J.C. Smart & M.B. Paulsen (Eds.), *Higher Education: Handbook of Theory and Research*, pp. 57-84. Memphis, TN: Springer.
- [Willig, C., & Stainton-Rogers, W. \(2007\). Introduction. In Willig, C., & Stainton-Rogers, W. \(Eds.\). *The SAGE handbook of qualitative research in psychology*, p. 1-12. Sage.](#)

Grading

I will use the following grading scale for your final grade in the course:

94-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
59 or below	F

Points will be awarded for each assignment as follows below. If your assignment does not meet the minimal criteria as described, I will return your paper to you and will ask you to revise it before I assign it a grade. Boldfaced assignments are submitted individually; all other assignments are submitted in your research groups.

<u>Assignment</u>	<u>Points</u>
Encountering Qualitative Research Assignments	
• Article Presentation	5
• Discussion Leader	5
• Book Club	5
• Article Critique #1	10
• Article Critique #2	10
Qualitative Inquiry Project	40
Reflexivity paper (Final project)	15
Class participation	10
Bold = group assignments	

Participation grade

Your class participation grade is based on your attendance and the degree to which you contribute to group and class discussions and activities. I will post a mid-semester participation grade, and then revisit your participation grade at the end of the semester based on any changes in participation in the second half of the semester.

Late assignments

Due to this course having multiple assignments, including many that build on one another, I strongly discourage late submission of assignments. Additionally, late submission of your work will result in minimal comments from me. If you need to turn in an assignment late, please do so with the understanding of these matters.

Assignment Descriptions

Assignment Submission

Please submit assignments electronically via Sakai, unless I indicate that they need to be submitted in LiveText (Encounter with Qualitative Research #5, Individual Final Exam Project: Reflexivity). I will repost your assignments with grades and comments in Sakai or LiveText, respectively. If you have difficulties uploading the file, then please email it to me at lkallemeyn@luc.edu. To assist with file organization, please use the following naming conventions for your assignments if you email it: [Assignment Tag]_Firstname. For example, when submitting the first assignment, I would name it **EQR1_Leanne.doc**.

Encounter with Qualitative Research Assignments

The purpose of these assignments is to facilitate case-based learning of qualitative research. These assignments support the first three objects in the course.

All of these assignments require you to consider the following elements of the qualitative study, which are adapted from AERA standards and evident in course readings:

- Research Problem/Question
- Theoretical framework

- Review of the literature (if provided)
- Methodology, design and logic
- Sample selection, unit of analysis
- Data collection (generation) methods
- Classification, analysis and interpretation

EQR #1 Article Presentations

With a partner, choose a study in your discipline or area of study that utilizes qualitative approaches to inquiry. To identify articles for review, conduct a literature search on a topic of interest to you and your partner. Many substantive and discipline-specific journals publish qualitative research studies (e.g., American Educational Research Journal). Such journals often publish research that utilizes a range of methodologies, so be sure that the study utilizes qualitative research methods. Alternatively, the following list contains journals that predominately publish qualitative studies. You might also want to search within a journal to find an article on a topic of interest to you. Please note that in these journals, some articles are theoretical papers, rather than an empirical study that utilizes qualitative methods. You do not want to use a theoretical paper for this assignment. You are welcome to send me the study if you are uncertain that it uses qualitative approach(es).

Action Research International

Discourse Processes

Discourse Studies

Educational Action Research

Field Methods

Electronic Journal of Sociology

Ethnography

The Grounded Theory Review

International Journal of Qualitative Studies in Education

International Journal of Social Research Methodology Theory & Practice

Journal of Contemporary Ethnography

Journal of Social and Personal Relationships

Narrative Inquiry

Qualitative Family Research

Qualitative Health Research

Qualitative Inquiry

The Qualitative Report

Qualitative Research

Qualitative Social Work: Research and Practice

Qualitative Sociology

Quality and Quantity: International Journal of Methodology

Research & Reflection: A Journal of Leadership and Organizations

Sociological Research Online

Social Research Update

Next, carefully review the study. Using the provided PPT, identify the following elements of the study

- Research Problem/Question
- Theoretical framework

- Review of the literature (if provided)
- Methodology, design and logic
- Sample selection, unit of analysis
- Data collection (generation) methods
- Classification, analysis and interpretation

EQR #2 and 5: Article Critiques [EQR2]

Provide a 1000 word *critical* review of an empirical qualitative research article that discusses at least one (and not more than three) of the following elements (adapted from AERA standards). For EQR #2, I encourage you to use the article that you identified for EQR #1.

- Research Problem/Question
- Theoretical framework
- Review of the literature
- Methodology, design and logic
- Sample selection, unit of analysis
- Data collection (generation) methods
- Classification, analysis and interpretation

Be sure to address both *strength(s) and weakness(es)* of the article. Summarize your critique in a thesis statement that can be the organizing argument for the paper. In the process of discussing and critiquing the research design elements of the article, be sure to provide evidence from the article to support your claim(s), as well as utilize course readings to describe the research design elements and substantiate your critique. Please note that you choose to critique the research problem/question, theoretical framework, and/or review of literature, be sure to how focus on how the nature of the element is consistent and inconsistent with the study methodology, rather than about the substantive quality of the element in your particular field. Finally, keep in mind that what you choose NOT to write about also helps the reader focused on what you view as the major strength(s) and weakness(es) of the article.

Grading Guidelines

- Paper demonstrates an appropriate understanding of a limited number of research design elements (2 pt)
- Paper addresses both strength(s) and weakness(es) of the article (2 pt)
- Paper includes appropriate evidence from the article to support the critique (2 pt)
- Paper includes an integration of course readings to describe design elements and substantiate the critique (2 pt)
- Paper reflects appropriate discretion of which research design elements NOT to focus on in the paper (1 pt)
- Paper has a clear argument/thesis, good organization, and relatively no grammatical errors, typos, etc. (1 pt)

EQR #5 needs to be submitted in LiveText.

EQR#3: Book Club

Based on preferences that you provide on the books listed below, I will form Book Clubs of 3 to 6 students. During class on Oct. 29, you will meet to discuss your book. You will then present a synopsis

of your discussion at the end of the class. I will provide a discussion guide on the day of the book discussion. As you read the book, take note of the following in preparation for the discussion.

Topic of the book:

- Research Problem/Question
- Theoretical framework
- Review of the literature (if provided)
- Methodology, design and logic
- Sample selection, unit of analysis
- Data collection (generation) methods
- Classification, analysis and interpretation

Reactions/Critique:

- Perspectives of the study as a whole?
- Research design, methods and findings?
- Representation of participants?
- Would you recommend this book to others?
- To what audience/s would you recommend this book? Why/why not?

Oral presentations and observations of book discussion will be graded on the following:

- Evidence of equitable discussion between group members, and that all group members had a thorough understanding of the book (1 pt)
- Presentation focused on the study's methodology, or aspects of how the study was conducted/reported (1 pt)
- Book review addresses both strength(s) and weakness(es) (1 pt)
- Class discussion connects the article/book section to topics/ideas discussed in the course (1 pt)
- Book review includes appropriate evidence from the book and course readings to support the critique (1 pt)

Possible texts for book clubs:

- Cucchiara, M. (2013). *Marketing schools, marketing cities: Who wins and who loses when schools become urban amenities*. Chicago, IL: University of Chicago Press. ISBN 022601682X. (Available at LUC Library as an electronic book)
- Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children*. John Wiley & Sons.
- Lareau, A. (2011). *Unequal childhoods: Race, class and family life* (2nd edition). Berkeley, CA: University of California Press. ISBN 0520271424. (Available at LUC Library as an electronic book)
- Lightfoot, S. L. (2004). *The essential conversation: What parents and teachers can learn from each other*. Ballantine Books.
- MacLeod, J. (2008). *Ain't no makin' it: Aspirations and attainment in a low-income neighborhood*. (3rd ed.). Boulder, CO: Westview Press.
- McGrew, K. (2008). *Education's prisoners: Schooling, the political economy, and the prison industrial complex* (Vol. 325). Peter Lang.

- Ngo, B. (2012). *Unresolved identities: Discourse, ambivalence, and urban immigrant students*. SUNY Press.
- Paris, D. (2011). *Language across difference: Ethnicity, communication, and youth identities in changing urban schools*. Cambridge University Press.
- Philipsen, M. I. (2008). *Challenges of the faculty career for women: Success and sacrifice*. John Wiley & Sons.
- Putnam, Robert (2015). *Our Kids: The American Dream in Crisis*. NY: Simon and Schuster.
- Sattin-Bajaj, C. (2014). *Unaccompanied minors: Immigrant youth, school choice and the pursuit of equity*. Cambridge, MA: Harvard Education Press.

EQR #4 Discussion Leaders

In designated classes, we will be reading a qualitative research journal article on inquiry related to urban education. In groups of 2-3, carefully review the study for your assigned week so that you will be prepared to lead a 20-30 minute discussion and/or activity on the article. For your discussion, prepare a one-page handout or PPT that includes the following:

- Synopsis of the following areas of the research study
 - Research Problem/Question
 - Theoretical framework
 - Review of the literature (if provided)
 - Methodology, design and logic
 - Sample selection, unit of analysis
 - Data collection (generation) methods
 - Classification, analysis and interpretation
- Interactive and engaging discussion questions based on the case example that relate to topics for that particular week of the course (and prior topics in the course, as appropriate)
- Discussion questions regarding the strengths and weaknesses of the study

You may bring other materials (video, etc.) or relate the illustrative qualitative study to other readings you, or the class, has encountered. You can also have the class engage in whole group, small group, or some kind of hands-on activity. Be sure that all aspects of the discussion/activity focus on *how* the study was conducted, not what the study found.

When grading the discussion, I will be looking for the following:

- Evidence of equitable collaboration between group members, and that group members had a thorough understanding of the article/book section. (1 pt)
- Class discussion focuses on the study's methodology, or aspects of how the study was conducted/reported (2 pt)
- Class discussion connects the article/book section to topics/ideas discussed in the course (1 pt)
- Evidence that discussion is engaging and relevant to the topic of qualitative inquiry (1 pt)

Qualitative Inquiry Project

Throughout this course, you will conduct a small qualitative study in groups of 3—4 students. This study is not to be a masters research project and/or a dissertation research project; instead, consider it a research proposal with a pilot study. I do encourage you to use this opportunity to explore a topic you are interested in pursuing for a dissertation project, as it will be a means to further understand the topic, refine research questions and plans, and develop protocols. For assignments submitted in a timely manner, I will provide formative feedback. The final research paper will be graded.

Please note: You will need to generate the same number of pieces of data as you have group members. For example, if you have four members in your group, you need four pieces of data. It is neither necessary nor advisable to collect more data than this.

Throughout the course, the following interim assignments and final paper will be due. Unless noted, please submit one assignment per group.

Research Ideas/Questions: With your group, please write a brief (1/2-1 page) description of your intended project. In doing so, please identify the general topic you wish to explore, and please also take the additional step of posing research questions that your study would answer. When selecting your research idea, please keep in mind the relatively narrow time frame and scope of this assignment (one piece of data per group member).

Research Proposal [RP]: Due to the nature of qualitative research, a pre-ordinate, prescriptive research plan is inappropriate. Even still, qualitative researchers identify a place to begin, a direction in which they intend to go, and an anticipated means of proceeding. Such a plan is particularly helpful for novice qualitative researchers. As background to this plan, be sure to 1) conduct a literature review on previous research on your topic and theoretical frameworks for understanding your topic, and 2) identify potential study participants or invested stakeholders to collaborate with you on your research plan, meeting with them and gaining their insights and contributions.

Structure your proposal after the model provided by Maxwell (2005) in Chapter 7. The proposal should include:

- Abstract
- Introduction
- Conceptual framework
- Research questions
- Research methods
- Validity

Using the resource provided on Sakai, be sure to also include a *Management Plan* for your research study, which is common in team projects, and clarifies deadlines for tasks as well as which group members are responsible for which parts of the project.

Protocols [P]: For each data source that you plan to use—interview, observations, document analysis—submit a draft of a protocol. An informed consent form should also be included, per guidelines by the Loyola University Institutional Review Board (http://www.luc.edu/irb/irb_XIX.shtml).

As you develop the protocol(s), consider the following questions: How will you introduce the study to participants? What questions will you ask and/or what will you focus on observing to ensure you collect data that addresses your research question? How does your theoretical framework help inform your questions? Does the order of the questions matter? What will be your role or position?

Be sure your protocol includes the following characteristics:

- Informed consent contains necessary components outlined by LUC IRB guidelines, and is easily readable/understandable for the intended audience
- Protocol gives enough specificity to guide what data the researchers intend to generate, while also providing opportunity for emergent issues
- Protocol will likely generate data that provides a wholistic, coherent, complex understanding of the phenomenon
- Protocol will generate concrete data to address the research question
- Protocol is well-organized, easy to use, and uses language that is understandable for the participant

Data Collection & Reflection [DCR]: **Individually**, submit the data that you have generated, such as an interview transcript or fieldnotes. You should have your initial notes as well as a “cleaned up” version. Utilize the format provided in Sakai for the “cleaned up” version. At the time you submit this, be sure to also share it with your group members.

Data Analysis Plan [DAP]: Based on the course readings, develop a half-page to one-page description of how your group intends to analyze the data generated for the study. Considering the following questions: How will you make meaning from your data? What techniques, if any, will you use? What will be the process of the analysis? How will you ensure validity? How do you intend to represent the findings?

Be sure your plan includes the following characteristics:

- Addresses the research question(s)
- Provides a way of sorting, organizing and reducing the data
- Provides a way of developing categories, themes, or patterns in the data
- Provides a way to validate findings
- Recognizes that the analysis process is emergent and not procedural

Presentations of Qualitative Inquiry Projects [P]: Prepare a 10 minute presentation about your research project. Be sure to include an overview of your research questions; conceptual framework; research methods—data generation procedures, data analysis procedures; how you addressed validity; and a preliminary finding. This presentation will give you an opportunity to receive feedback on your final project from your peers. Please prepare a powerpoint presentation and/or handout to support your presentation.

Research Project Paper [RPP]] (group portion of final exam): Write a 6000-8000 page paper (excluding Tables, Figures, and Appendices) to represent your research study. Think of this paper a research study proposal with findings from a pilot study. This paper incorporates components of the previous assignments.

The following are the grading guidelines. I will also use these guidelines for feedback on previous assignments that you submit.

- Abstract (1 pt)
- Introduction (1 pt)
- Conceptual framework
 - Brief literature review that frames the research topic, including
 - what is already known and (1 pt)
 - how this study makes a contribution (1 pt)
 - theoretical framework (1 pt)
- Research questions
 - State your question(s) (2 pt)
 - Demonstrate how research questions are consistent with your inquiry aims and conceptual framework (1 pt)
 - Demonstrate coherence and logic between questions (1 pt)
- Research methods
 - Overview of study methodology or research design—what was it and why did you choose it to address your research question (2 pt)
 - Researcher relationships with study participants (1 pt)
 - Site and participant selection, including a description of the sample selection process, and a discussion of adaptations to sampling, if applicable (1 pt)
 - Data generation methods—what were they and how did you generate the data? (1 pt)
 - Description of procedures for data analysis and interpretation (1 pt)
- Validity
 - What particular validity concerns were central for you to consider in this study? (1 pt)
 - What strategies did you use to help ensure validity? (1 pt)
- Preliminary finding
 - Addresses the research question(s) (1 pt)
 - Provides thick, rich description (1 pt)
 - Provides interpretation, meaning of the data (1 pt)
 - Provides a compelling argument of the themes, categories discussed (1 pt)
 - Provides evidence that the researchers triangulated data, validated findings (1 pt)
 - Form and organization of the paper reflect the intentionality of representation (1 pt)
 - Uses tables, figures, and/or creative compositions, as appropriate to represent findings (1 pt)
 - Appropriately addresses generalizability (1 pt)
 - Appropriately acknowledges the limitations of the study or findings (1 pt)
- Appendices
 - Data collection tools (2 pt)
 - Management plan—How did each team member contribute to the project? At what points in the process did you incorporate research participants or others in your research process? (1 pt)
 - Dissemination plan—how will you or have you shared study findings with study participants or local stakeholders? (1 pt)
 - NOTE: You do not need to append interview transcripts or fieldnotes.

Additional Grading Criteria

- Integrates course readings to justify research approach, describe methodology, and/or to discuss appropriate generalizability and acknowledge limitations of the study (2pt)

- Exemplifies some common characteristics of qualitative research (e.g., emergent or flexible, researcher as primary instrument, inductive, rich description, focus on meaning and interpretation) (2pt)
- Integrates researcher reflexivity, and recognizes that the researchers have biases (2pt)
- Utilizes headings and subheadings to organize the paper effectively (2pt)
- Well-written, relatively free of typos and grammatical errors (2 pt)

Individual Final Exam Project: Reflexivity [R]

Based on your experiences doing the small study and the readings in the course, write a paper where you practice reflexivity. In addition to submitting this on Sakai, this paper must also be submitted in LiveText for a core assessment. Choose ONE of the following approaches to reflexivity and write a 1500-2000 word paper where you practice reflexivity. Because this is a reflexivity paper, it MUST be written in first person. How you organize and structure the paper is up to you. Feel free to be creative in your approach. For example, you may choose to do so in the form of a story, you may organize it chronologically, by topic, or another way you find meaningful. This paper is NOT a reflection on your learning experience during the course.

This portion of the exam will need to be submitted in **LiveText** as a core assessment.

Critical Self-Reflection

Reflexivity is the "process of critical self-reflection on one's biases, theoretical predispositions, preferences, and so forth...It can point to the fact that the inquirer is part of the setting, context, and social phenomenon he or she seeks to understand" (Schwandt, p. 260). The following questions may be helpful in stimulating your thinking:

- What was your role with participants (i.e., complete-observer, observer-as-participant, participant-as-observer, complete participant)? How did this role affect the data you generated and analyzed? (refer to the Dimetriadis article for an example of reflexivity on researcher role)
- What are your perspectives, biases, etc. on what you are studying? How did these perspectives, biases, etc. affect your study, including the formation of the study, data generation, data analyses, data representation and so on? Did your perspectives change over the course of the study? If so, in what ways?

Inquiry as Action

Schwandt also writes the following about reflexivity. "...all accounts (in speech and writing) are essentially not just about something but are also doing something. Written and spoken accounts do not simply represent some aspect of the world, but are in some way involved in that world." While this quote refers to the accounts of research, the same can also be said about the process of doing a qualitative inquiry. As researchers, we are not just generating data without interfering with the world around us, we are also doing something with the social world. The following questions may also be helpful in stimulating your thinking:

- Did the research process and/or representation stimulate and facilitate action or social change? If so, describe this. If not, describe what you can do to facilitate this process.
- Were/was the participant(s) in the research empowered to act as a result of participating?
- Were you concerned with the extent to which participant(s) developed a greater understanding or appreciation for the topic of your study? If so, describe this. If not, what could you do differently?

- Were you concerned with how you were representing your research participant(s)? Was the participant's own constructions enhanced or made more informed and sophisticated as a result of participating in the research?
- Have you considered how your data representation may be used/misused by intended and unintended audiences? Describe these considerations.
- At Loyola, we emphasize the importance of social justice. In what ways did your study "do" something to support social justice and address social inequities?

Grading Guidelines

- Awareness of researcher's identities and responsibilities (3 pt)
- Understanding of how identities/responsibilities affected the validity of the study (3 pt)
- Good understanding of the process of doing qualitative research (3 pt)
- Ability to be self-critical; honesty and willingness to admit faults (3 pt)
- Well-written, organized, coherent, concise (3 pt)

Learning Community at Loyola University Chicago and School of Education

Please see <http://luc.edu/education/syllabus-addendum/> for a summary of information on LUC's policies on academic honesty, accessibility, ethics and electronic communication policies.

Diversity

A characteristic of qualitative research is an awareness of one's own values, beliefs, and biases. We will address diversity issues (gender, race, religion, ability, sexual orientation, socioeconomic status, age, methodological preferences, etc.) throughout the course in our readings and discussions as they relate to those biases and to engaging in ethical research. In order to foster a learning community in the classroom, openness to and respect of various perspectives and backgrounds is essential. As your instructor, I will promote full participation and contribution by all class members, asking that varied viewpoints be expressed, thoroughly considered and respected by all members of our class.

Conceptual Framework

The conceptual framework of Loyola's School of Education is "professionalism in service of social justice." This course contributes to the realization of this framework by engaging students in the knowledge of qualitative research, skills of inquiry, and ethics necessary to be professional and just qualitative researchers. Certain methodological approaches to qualitative research, which will be introduced in this course, also specifically aim to address social inequities.

The following is the exact wording of the School of Education's Conceptual Framework:

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Although this course touches on the majority of the conceptual framework standards, two assignments in this course will serve as assessments for CF 1 and 6.

Dispositions

This course will assess dispositions related to professionalism, fairness, and the belief that all students can learn. Refer to LIVETEXT for the rubric corresponding to these dispositions.