

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)

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. 31): 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. 7): History of Qualitative Inquiry; Inquiry Aim	Erickson (2013) Lincoln et al. (2011) Nastasi & Schensul (2005) (School Psychology and Counseling Psychology ONLY) Schubert, W.H. (2007) (Curriculum and Instruction ONLY) Patton, M.Q. (2002) (Research Methodology ONLY) Hatch (2007) Ch. 1 (Erikson ONLY) Maxwell (2005) Kallemeyn (2014)	<i>RESEARCH IDEAS/QUESTIONS</i>
3 (Sept. 14): Methodology and Method	Merriam, Ch. 2, 3 & 4, pp. 22–104 Schwandt, T. A. (2014) “Methodology,” “Method,” and additional terms that emerge in the readings. Patton (2015) Standards for Reporting on Empirical Social Science Research in AERA Publications Qualitative research study in your area of interest	<i>EQR #1 ARTICLE PRESENTATION</i>
4 (Sept. 21): Responsibility, Reflexivity, Hegemony and Control	Dimitriadis (2001) Milner (2007) Koch, Schere, & Holt (2015) emerald and Carpenter (2016)	
5 (Sept. 28): Ethics and Human Subjects (On-line)	LUC Human Subjects The Belmont Report Jones, Torres, and Arminio (2014)	<i>EQR #2 ARTICLE CRITIQUE COMPLETE CITI TRAINING COURSE</i>
6 (Oct. 5): Interviews	Merriam, Ch. 5, pp. 107-136 Glesne & Peshkin (1992) Freeman (2013) Deeds & Pattillo (2015) (weeks 4 and 5 revisited)*	<i>RESEARCH PROPOSAL</i>
7 (Oct. 12): Observation	Merriam, Ch. 6, pp. 137–161 Emerson, Fretz, & Shaw (2011) Ch. 2 In the field: Participating, observing, and jotting. Tamir (2013) (week 6 revisited)*	

8 (Oct. 19): Document Analysis	Merriam, Ch. 7, pp. 162—190 Prior (2003) Ch. 1: Basic themes: Use, production, and content, pp. 1-29. Weis et al. (2015) (week 7 revisited)*	<i>PROTOCOLS (INTERVIEWS AND OBSERVATIONS)</i>
9 (Oct. 26): Values (On-line)	Flyvbjerg (2001) Book Club Book	<i>PROTOCOLS (DOCUMENT ANALYSIS) EQR #3 BOOK CLUB</i>
10 (Nov. 2): Data Analysis	Merriam, Ch. 8, pp. 195-236 Brinkmann & Kvale (2015) Basit (2003) Paulus, Woodside, & Ziegler (2008) Allweiss, Grant, & Manning (2015) (week 8 revisited)*	<i>DATA GENERATION; DATA ANALYSIS PLAN (COMPLETED IN CLASS)</i>
11 (Nov. 9)— NO CLASS—WORK ON DATA ANALYSIS		
12 (Nov. 16): Goodness or Quality Criteria	Merriam, Ch. 9, pp. 237—266 Firestone (1993) Standards for Reporting on Empirical Social Science Research in AERA Publications Vanover (2016) (week 10 revisited)*	
(Nov. 23)— NO CLASS; THANKSGIVING BREAK		
13 (Nov. 30): Voice, Postmodern textual representations	Merriam, Ch. 10, pp. 267—292 Fine (2003) Parker & Lynn (2002) Chang (2011)	<i>EQR #5 ARTICLE CRITIQUE</i>
14 (Dec. 7):	Wrap-up and review	<i>PRESENTATIONS ON QUALITATIVE RESEARCH PROJECT</i>
15 (Dec. 15): 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 [4th 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

[Allweiss, A., Grant, C. A., & Manning, K. \(2015\). Behind the photos and the tears: media images, neoliberal discourses, racialized constructions of space and school closings in Chicago. *Race Ethnicity and Education*, 18\(5\), 611-631.](#)

Basit, T. (2003). Manual or electronic: The role of coding in qualitative data analysis. *Educational Research*, 45(2), 143-154.

Brinkmann, S. & Kvale, S. (2015). *InterViews: Learning the Craft of Qualitative Research Interviewing*. (3rd Ed.). Los Angeles, CA: Sage. Ch.12: Interview Analysis Focusing on Meaning pp.231—247

[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.](#)

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

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

[emerald, E. & Carpenter, L. \(2015\). Vulnerability and Emotions in Research Risks, Dilemmas, and Doubts. *Qualitative Inquiry*, 21\(8\), 741-750.](#)

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.
- Glesne, C., & Peshkin, A. (1992). *Becoming qualitative researchers : An introduction*. White Plains, N.Y.: Longman. Ch. 4 Making words fly: Developing understanding from interviewing. p. 63-92.
- [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
- Jones, S., Torres, V. & Arminio, J. (2014). Anticipating and navigating ethical issues. Negotiating the complexities of qualitative research in higher education: Fundamental elements and issues (pp. 174-195). New York: Routledge.
- [Kallemeyn, L.M. \(2014\) School-level organizational routines for learning: supporting data use. *Journal of Educational Administration*, 52\(4\), pp.529 – 548.](#)
- [Koch, J., Scherer, J., & Holt, N. L. \(2015\). Urban Outcasts, Disposable Bodies, and Embodied Research in a Western Canadian "Arriviste" City. *Cultural Studies↔ Critical Methodologies*, 15\(1\), 32-44.](#)
- 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.
- Maxwell, J. A. (2005). *Qualitative Research Design: An Interactive Approach: An Interactive Approach*. Sage. Ch. 7: Presenting and Justifying a Qualitative Study, pp. 117-137
- [Milner, H. R. \(2007\). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. *Educational Researcher*, 36\(7\), 388-400.](#)
- [Nastasi, B. K., & Schensul, S. L. \(2005\). Contributions of qualitative research to the validity of intervention research. *Journal of School Psychology*, 43\(3\), 177-195.](#)
- [Parker, L. & Lynn, M. \(2002\). What's race got to do with it? Critical race theory's conflicts with and connections to qualitative research methodology and epistemology. *Qualitative Inquiry*, 8\(1\), 7-22.](#)
- Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*. (3rd Ed.) Thousand Oaks, CA: Sage. pp. 3-29.
- Patton, M. (2015). *Qualitative research & evaluation methods : Integrating theory and practice* (4th Ed.). Thousand Oaks, CA: Sage. Chapter 5, pp. ?-?.
- Paulus, T., Woodside, M. & Ziegler, M. (2008). Extending the conversation: Qualitative research as dialogic collaborative process. *The Qualitative Report*, 13(2), 226-243.
- [Prior, L. \(2003\). *Using documents in social research*. Sage. Ch. 1: Basic themes: Use, production, and content, pp. 1-29.](#)
- [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.](#)
- [Standards for Reporting on Empirical Social Science Research in AERA Publications](#)
- [Tamir, E. \(2013\). What keeps teachers in and what drives them out: How urban public, urban Catholic, and Jewish day schools affect beginning teachers' careers. *Teachers College Record*, 115\(6\), 1-36.](#)
- [Vanover, C. \(2016\). Inquiry Theatre. *Qualitative Inquiry*, 22\(4\), 238-248.](#)
- [Weis, L., Eisenhart, M., Cipollone, K., Stich, A. E., Nikischer, A. B., Hanson, J., ... & Dominguez, R. \(2015\). In the Guise of STEM Education Reform Opportunity Structures and Outcomes in Inclusive STEM-Focused High Schools. *American Educational Research Journal*, 52\(6\), 1024-1059.](#)

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	3
• Discussion Leader	7
• Book Club	5
• Article Critique #1	5
• Article Critique #2	10
Qualitative Inquiry Project	40
Reflexivity paper (Final project)	20
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. Keeping your reflexivity journal will and submitting assignments in a timely manner will facilitate your class participation. I will post a mid-semester participation grade (refer to Rubric in Sakai or at end of syllabus), 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. 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/Conceptual framework
- Methodology, design and logic (if provided)
- Data collection (generation) methods, including sample selection
- Classification, analysis and interpretation
- Validity

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

Prepare to discuss the article with colleagues in class. Using the definitions and characteristics of qualitative research from Merriam and Tisdell (see p. 14-19), why do you consider the study to be a qualitative study?

Using the box note provided for class, as much as possible identify the following elements of the study. Provide a phrase to sentence or two for each element, and the page number where you found the supporting evidence.

- Research Problem/Question
- Theoretical/Conceptual framework
- Methodology, design and logic (if provided)
- Data collection (generation) methods, including sample selection
- Classification, analysis and interpretation
- Validity

Grading Guidelines

- Identified a qualitative research study (1 pt)
- Discussed characteristics of the study with a colleague (1 pt)
- Attempted to identify elements of the study (1 pt)

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/Conceptual framework
- Methodology, design and logic (if provided)
- Data collection (generation) methods, including sample selection
- Classification, analysis and interpretation
- Validity

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, and/or conceptual/theoretical framework, 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 (1/2 pt)
- Paper addresses both strength(s) and weakness(es) of the article (1/2 pt)
- Paper includes appropriate evidence from the article to support the critique (1/2 pt)
- Paper includes an integration of course readings to describe design elements and substantiate the critique (1/2 pt)
- Paper reflects appropriate discretion of which research design elements NOT to focus on in the paper (0.5/1 pt)
- Paper has a clear argument/thesis, good organization, and relatively no grammatical errors, typos, etc. (0.5/1 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 submit a synopsis of your discussion. 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.

Overview of the book:

- Research Problem/Question
- Theoretical/Conceptual framework
- Methodology, design and logic (if provided)
- Data collection (generation) methods, including sample selection
- Classification, analysis and interpretation
- Validity

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?

Participation in 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.
- Putnam, Robert (2015). *Our Kids: The American Dream in Crisis*. NY: Simon and Schuster. Available as audiobook.
- 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/Conceptual framework
 - Methodology, design and logic (if provided)
 - Data collection (generation) methods, including sample selection
 - Classification, analysis and interpretation
 - Validity
- Interactive and engaging discussion questions based on the case example that relate to topics for the designated week (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, have 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 (1 pt)
- Presentation appropriately represents the following areas of the research study, given what we have learned to date in the course (3 pt)
 - Research Problem/Question
 - Theoretical/Conceptual framework
 - Methodology, design and logic (if provided)
 - Data collection (generation) methods, including sample selection
 - Classification, analysis and interpretation
 - Validity
- Presentation and/or class discussion focuses on the most recent topic addressed in class (1 pt)
- Presentation and/or class discussion connects the article to readings discussed in the course (1 pt)
- Evidence that discussion is engaging and relevant for colleagues (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 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. As a group or individually, also complete the Data Generation Reflection Guide.

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 an alternative representation, powerpoint, 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 as research study proposal with preliminary 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.

<p>Supporting Evidence</p>	<p>*Integrates course readings throughout each section to support arguments/ideas *Data collection instruments in appendix *Management plan details how each team member contributed to the project *Plan describes at what points in the process you incorporated research participants or others in your research process *Dissemination plan that explains how you will share study findings with study participants or local stakeholders</p> <p>NOTE: You do not need to append interview transcripts or field notes</p>	<p>(5 possible points)</p>
<p>Characteristic of Qualitative Research</p>	<p>*Discusses researcher as primary instrument *Details researcher bias, research reflexivity *Includes inductive reasoning, thick and rich description *Focuses on meaning and interpretation *Notes validity concerns that were considered *Details which strategies were used to help ensure validity</p>	<p>(6 possible points)</p>
<p>APA, Grammar & Editing</p>	<p>*Abstract *Introduction of why this study is significant/ needed *Well organized, flows well, transitions</p>	<p>(6 possible points)</p>

	<ul style="list-style-type: none"> *Strong thesis, heading, subheadings *Correct spelling, grammar *Correct 6th Edition APA style throughout 	
Research Question	<ul style="list-style-type: none"> *Research question is clearly stated early on in study *Narrow, concise enough to be answerable *Appropriate for methodology *Consistent with conceptual or theoretical framework/significance of study *Coherence and logic of sub-questions 	(5 possible points)
Literature Review & Conceptual Framework	<ul style="list-style-type: none"> *Literature is presented by themes *Utilizes multiple articles and book references *Addresses where gaps are in literature *Details what is already known about topic and how this study makes a contribution *Details conceptual or theoretical framework *Describes why framework was appropriate and used for this study 	(6 possible points)
Methodology & Methods	<ul style="list-style-type: none"> *Details thoughtful description of methodology and why it was chosen *Describes how methods will be conducted in accordance with established guidelines *Shares data generation methods and how data was collected *Describes procedures for data analysis and interpretation; triangulation of data *Provides site and participant selection, including a description of the sample selection process, and a discussion of adaptations to sampling, if applicable *Shares researcher relationships with study participants, how they were recruited 	(6 possible points)
Preliminary Findings	<ul style="list-style-type: none"> *Addresses the research question(s) *Interpretation, meaning of the data *Compelling argument of the themes, categories discussed *Tables, figures, and/or creative compositions, as appropriate to represent findings *Appropriately addresses generalizability *Appropriately acknowledges the limitations of the study or findings 	(6 possible points)

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?
- How might your intersecting social identities (e.g. ability, gender identity or expression, language, nationality, race, religion, sex, sexual orientation, socio-economic class, spirituality) have impacted your role/interaction with the participant? How might your intersecting social identities impacted your understanding of the phenomenon you studied?
- In what ways did your views and understandings of oppression, privilege, power and social justice impact your role in this research? What ways could these issues be more prominent in future research you conduct?

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

Conceptual Framework

The conceptual framework of Loyola's School of Education is "***Social Action through Education.***" This course contributes to the realization of this framework by:

- Equipping students to evaluate qualitative studies critically (refer to Encounter Qualitative Research Assignments, particularly the article critique that is assessed in LiveText) (CF1)
- Practice culturally responsive approaches to research
- Understand and practice ethics necessary to be professional and just qualitative researchers (refer to the Qualitative Inquiry Assignments, particularly the reflectivity paper that is assessed in LiveText) (CF3)
- Engage with local, and perhaps global, communities in the process of carrying out a qualitative research project

A characteristic of qualitative research is an awareness of one's own values, beliefs, and subjectivities. 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 subjectivities 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. Certain methodological approaches to qualitative research, which will be introduced in this course, also specifically aim to address social inequities.

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Fairness, and the Belief that All Students Can Learn.** This course will assess dispositions related to professionalism, fairness, and the belief that all students can learn. You can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Class Participation Rubric

Criterion:	4 (1 pt)	3 (0.5 pt)	1 (0 pt)
	Positive attributes		
1. Finds ways to connect own comments to the comments made by other students in class and responds to at least two other students online	Frequently	Occasionally	Almost never
2. Answers questions posed by the professor/ teaching assistant/ students OR offers helpful explanations when another student is confused	Frequently	Occasionally	Almost never
3. Meets with professor, teaching assistant, and/or peers to clarify ideas	Frequently	Occasionally	Almost never
4. Uses language that is appropriate for the classroom and is respectful of self, of other students, and of the professor/teaching assistant	Frequently	Occasionally	Almost never
5. Offers comments that compare and contrast ideas, synthesizes several ideas, or breaks a complex idea into multiple parts	Frequently	Occasionally	Almost never
6. Demonstrates comprehension of the reading through questions, answers and comments in class, and assignments	Frequently	Occasionally	Almost never

