

# 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	Readings	Assignments Due
1 (Aug. 30): Intro to Course, What is Qualitative Inquiry	Merriam, Ch. 1, pp. 3—20 Schwandt, T. A. (2014). <i>Dictionary of Qualitative Inquiry</i> (4 <sup>th</sup> Ed.) Thousand Oaks, CA: Sage. “Qualitative Inquiry,” “Meaning.” <a href="#">Loyola University Chicago Statement on Transformative Education</a>	
2 (Sept. 6): What is Qualitative Inquiry (Con’t); Ethics and Human Subjects	Erickson (2013) Lincoln et al. (2011) <a href="#">Nastasi &amp; Schensul (2005)</a> (School Psychology and Counseling Psychology ONLY) Schubert, W.H. (2007) (Curriculum and Instruction and Admin ONLY) Patton, M.Q. (2002) (Research Methodology ONLY) Hatch (2007) Ch. 1 (Erikson ONLY) Lather (2010) (CEPS ONLY) <a href="#">LUC Human Subjects</a> <a href="#">The Belmont Report</a> <a href="#">Gutstein (2016)</a>	<i>RESEARCH IDEAS/QUESTIONS</i>
3 (Sept. 13) Methodology and Methods	Merriam, Ch. 2 & 3, pp. 22—72 Schwandt, T. A. (2014) “Methodology,” “Method,” and additional terms that emerge in the readings. <a href="#">Standards for Reporting on Empirical Social Science Research in AERA Publications</a> Maxwell (2005) Qualitative research study in your area of interest	<i>EQR #1 ARTICLE PRESENTATION COMPLETE CITI TRAINING COURSE</i>
4 (Sept. 20): Sampling	Merriam, Ch. 4, pp. 73—103 Patton (2015) Garcia (2017)*	
5 (Sept. 27): Values	Flyvbjerg (2001) Book Club Book	<i>EQR #3 BOOK CLUB</i>
6 (Oct. 4): Reflexivity	<a href="#">Dimitriadis (2001)</a> <a href="#">Milner (2007)</a> <a href="#">Chavez, C. (2008)</a> <a href="#">emerald and Carpenter (2016)</a>	<i>RESEARCH PROPOSAL</i>
7 (Oct. 11): Interviews	Merriam, Ch. 5, pp. 107-136 Brinkmann & Kvale (2015) Freeman (2013) Optional Patton, Miller, et al (2016)*	
8 (Oct. 18): Observation	Merriam, Ch. 6, pp. 137—161 Emerson, Fretz, & Shaw (2011) Mangual Figueroa (2017)*	

Week	Readings	Assignments Due
9 (Oct. 25): Document Analysis	Merriam, Ch. 7, pp. 162—190 To be determined Patton, Leonard, et al. (2016)*	<i>PROTOCOLS (INTERVIEWS AND OBSERVATIONS)</i>
10 (Nov. 1): Data Analysis	Merriam, Ch. 8, pp. 195-236 Freeman (2016) Miles, Huberman, & Saldaña (2013) Paulus, Woodside, & Ziegler (2008) <a href="#">Kallemeyn (2014)*</a>	<i>PROTOCOLS (DOCUMENT ANALYSIS)</i> <i>EQR#3 ARTICLE CRITIQUE</i>
11 (Nov. 8)— NO CLASS—WORK ON DATA GENERATION AND ANALYSIS		
12 (Nov. 15): Goodness or Quality Criteria	Merriam, Ch. 9, pp. 237—266 <a href="#">Firestone (1993)</a> <a href="#">Standards for Reporting on Empirical Social Science Research in AERA Publications</a> <a href="#">Vanover (2016)</a>	<i>DATA GENERATION; DATA ANALYSIS PLAN (COMPLETED IN CLASS)</i>
(Nov. 22)— NO CLASS; THANKSGIVING BREAK		
13 (Nov. 29): Voice, Representation	Merriam, Ch. 10, pp. 267—292 Fine (2003) Sandelowski (2012) <a href="#">Chang (2011)</a>	
14 (Dec. 6):	Celebration and Reflection	<i>PRESENTATIONS ON QUALITATIVE RESEARCH PROJECT</i>
15 (Dec. 13): 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*. (4<sup>th</sup> 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 Also available as an ebook.

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, S. & Kvale, S. (2015). *InterViews: Learning the Craft of Qualitative Research Interviewing*. (3<sup>rd</sup> Ed.). Los Angeles, CA: Sage. Ch.7: Conducting an Interview & Ch. 9: Interview Quality pp.123—142, 161—176.
- [Chang, A. \(2011\). Undocumented to hyperdocumented: A jornada of protection, papers, and PhD status. \*Harvard Educational Review\*, 81\(3\), 508-521.](#)
- [Chavez, C. \(2008\). Conceptualizing from the inside: Advantages, complications, and demands on insider positionality. \*The Qualitative Report\*, 13\(3\), 474-494.](#)
- [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. Ch. 2: In the field: Participants, observing and jotting
- 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* (4<sup>th</sup> 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* (2<sup>nd</sup> 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.
- Garcia, G. A. (2017). Defined by Outcomes or Culture? Constructing an Organizational Identity for Hispanic-Serving Institutions. *American Educational Research Journal*, 54(1\_suppl), 111S-134S.
- [Gutstein, E. \(2016\). " Our Issues, Our People--Math as Our Weapon": Critical Mathematics in a Chicago Neighborhood High School. \*Journal for Research in Mathematics Education\*, 47\(5\), 454-504.](#)
- Hatch, (2007). *Early childhood qualitative research*. Taylor & Francis. Ch. 1
- [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.
- Mangual Figueroa, A. (2017). Speech or silence: Undocumented students' decisions to disclose or disguise their citizenship status in school. *American Educational Research Journal*, 0002831217693937.
- 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

- Miles, M. B., Huberman, A. M., & Saldana, J. (2013). *Qualitative data analysis*. Thousand Oaks, CA: Sage.
- [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.](#)
- Patton, M.Q. (2002). *Qualitative Research and Evaluation Methods*. (3<sup>rd</sup> 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. ?-?.
- Patton, D. U., Leonard, P., Cahill, L., Macbeth, J., Crosby, S., & Brunton, D. W. (2016). "Police took my homie I dedicate my life 2 his revenge": Twitter tensions between gang-involved youth and police in Chicago. *Journal of Human Behavior in the Social Environment*, 26(3-4), 310-324.
- Patton, D. U., Miller, R. J., Garbarino, J., Gale, A., & Kornfeld, E. (2016). Hardiness scripts: High-achieving African American boys in a Chicago charter school navigating community violence and school. *Journal of Community Psychology*, 44(5), 638-655.
- Paulus, T., Woodside, M. & Ziegler, M. (2008). Extending the conversation: Qualitative research as dialogic collaborative process. *The Qualitative Report*, 13(2), 226-243.
- Sandelowski, M., & Leeman, J. (2012). Writing usable qualitative health research findings. *Qualitative Health Research*, 22(10), 1404-1413.
- 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](#)
- [Vanover, C. \(2016\). Inquiry Theatre. \*Qualitative Inquiry\*, 22\(4\), 238-248.](#)

## Grading

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

95-100	A
90-94	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>
<b>Encountering Qualitative Research Assignments</b>	
• <b>Article Presentation</b>	<b>5</b>
• <b>Book Club</b>	<b>5</b>
• Article Critique	10
• <b>Discussion Leader</b>	<b>5</b>
<b>Qualitative Inquiry Project</b>	<b>40</b>
Reflexivity paper (Final project)	20
Class participation	15
<b>Bold = group assignments</b>	

### **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](mailto: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
- Analysis and interpretation
- Validity

### EQR #1 Article Presentations

With your research team or 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 your group. 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*

Create a PPT presentation to provide a brief overview of your article. See template provided in Sakai. 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? Then, as much as possible identify the following elements of the study. Provide a brief description 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
- Analysis and interpretation
- Validity

#### Grading Guidelines

- Identified a qualitative research study (1 pt)
- Discussed characteristics of the study with a colleague (2 pt)
- Attempted to identify elements of the study (2 pt)

#### EQR#2: 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 September 27, 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
- 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 (or propose your own):

- 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* (2<sup>nd</sup> edition). Berkeley, CA: University of California Press. ISBN 0520271424. (Available at LUC Library as an electronic book)
- Posey-Maddox, L. (2014). *When middle-class parents choose urban schools: Class, race, and the challenge of equity in public education*. University of Chicago Press.
- 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 #3: Article Critiques [EQR3]

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
- 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 (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 #3 needs to be submitted in LiveText.

#### EQR #4 Discussion Leaders

In designated classes, we will be reading a qualitative research journal article on inquiry related to urban education. In groups, 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
  - 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 (1 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 thesis or 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 thesis or 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. Details will follow in Sakai.

### 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 (4 pt)
- Understanding of how identities/responsibilities affected the validity of the study (4 pt)
- Good understanding of the process of doing qualitative research (4 pt)
- Ability to be self-critical; honesty and willingness to admit faults (4 pt)
- Well-written, organized, coherent, concise (4 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)
	<b>Positive attributes</b>		
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
	<b>Negative attributes</b>		
7. Shows up late to class/does not view presentations online	Almost never	Occasionally	Frequently
8. Does not connect professional or personal experiences to ideas in reading in class or online	Almost never	Occasionally	Frequently
9. Does not bring notes on readings to class or use direct quotes in online posts	Almost never	Occasionally	Frequently

