

RMTD 420 COURSE SYLLABUS
EDUCATIONAL RESEARCH I: BUILDING A BODY OF EVIDENCE WITH QUALITATIVE METHODS

Dr. Leanne Kallemeyn

lkallemeyn@luc.edu

Ph: 312-915-6909

Lewis Tower #1122

820 N. Michigan Ave.

Office hours by appt.

COURSE DESCRIPTION AND OBJECTIVES

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 (CF1)
2. Understand the breadth of the historical and philosophical traditions within the field of qualitative inquiry
3. Differentiate a variety of means of generating qualitative data, including interviews, observations, and document analyses
4. Carry out aspects of a qualitative research study, including developing research questions, generating data, and analyzing data (CF 3)
5. Practice reflexivity, including awareness of your own subjectivities, understanding of research as relationship, and the ethical responsibilities of qualitative researchers (CF3)

REQUIRED READINGS

See Course Schedule for a complete list of required readings, which will be available on Sakai and through the library. We will be reading multiple chapters of the following books, so I will not be able to provide them via Sakai. Please note that all of these, except *Writing Ethnographic Fieldnotes*, are available to you for free as an ebook from the library. If you prefer a hardcopy, please purchase.

Brinkmann, S. (2013). *Qualitative interviewing: Understanding qualitative research*. Oxford University Press. ISBN: 978-0199861392

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes*. (2nd Ed). University of Chicago Press. ISBN: 978-0226206837 Note: First edition also acceptable.

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.

Prasad, P. (2018). *Crafting qualitative research: Beyond positivist traditions* (2nd ed.). New York & London: Routledge. 1st Edition available through library, as an ebook (and you are welcome to use this edition)

Recommended Book

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

WEEKLY SCHEDULE WITH COURSE READINGS AND ASSIGNMENTS

Week	Topic Area	Readings	Assignment due
8/28	Intro to Course, What is Qualitative Inquiry	<u>Merriam, Ch. 1, p. 3—20</u> <u>Lincoln & Cannella, Ch. 1, p. 1-24</u>	
9/4	What is Qualitative Inquiry (Con't); Reflexivity	Fine (2018), Ch. 1, p. 1-10 <u>Lumsden (2019), Introduction p. 1-16</u> <u>Milner (2007), p. 388-400</u> <u>Gutstein (2016), p. 454-504</u>	Learning Plan
9/11	Interpretive Tradition	<u>Prasad I & Ch. 3, 4, 5, or 6</u> <u>Kallemeyn (2014), p. 529-548</u>	Qualitative Study Analysis
9/18	Critical Tradition	<u>Prasad II & Ch. 8, 9, 10, or 11</u> TBD article	Personal Reflexivity
9/25	Traditions of the Post	<u>Prasad IV & Ch. 12,13, or 14</u> TBD article	Plan for Final Project
10/2	Observation	Emerson, Fretz, & Shaw (2011) Ch. 2-4 TBD article	CITI Course Completion
10/9	Partnership, Sampling & (online) IRB	Patton (2015), p.264-319 Johnson (2017), p. 65-71 <u>Dimitriadis (2001), p. 578-597</u>	
10/16	Interviews	<u>Brinkmann, S. (2013) Ch. 1 & Ch. 2 (Ch. 3 optional)</u> TBD article	Plan for Fieldwork or Analysis
10/23	Document Analysis	<u>Prior (2003) Ch.1, pp. 1-29</u> Margolis & Zunjarward (2018), p.600-626 TBD article	
10/30	Data Analysis	TBD Emerson, Fretz, & Shaw (2011) Ch. 5-6 <u>Brinkmann, S. (2013) Revisit Ch. 2</u>	
11/6	Goodness, Quality Criteria, & Representation	<u>Cho (2018), Ch. 1 & 2, p. 1-41</u> <u>Firestone (1993), p. 16-24</u> <u>Sandelowski (2012), p. 1404-1413</u> Emerson, Fretz, & Shaw (2011) Ch. 7 <u>Brinkmann, S. (2013) Ch. 4 & 5</u> Revisit Week 2 readings	Data Generation and Functional Reflexivity
11/13	Book Club (online)	Flyvberg (2001), Ch. 5, p. 53-65 Book of your choice	Book Club
11/20	Methodology & (online) Disciplinary Reflexivity	<u>Merriam, Ch. 2, 3 & 4, pp. 22—104</u> TBD	Disciplinary Reflexivity; Draft of Final Project/Project Critique (optional)
11/27	NO CLASS: HAPPY THANKSGIVING		
12/4	Wrap-up and reflections		Presentations
12/11			Final Project Learning Plan

Complete List of Course Readings

Hyperlinks provided for readings available electronically in the Library. Other readings posted in Sakai Resource Folder "Additional Readings", EXCEPT EMERSON, FRETZ, AND SHAW.

- Brinkmann, S. (2013). *Qualitative interviewing* (Understanding qualitative research). Oxford University Press.
- Cho, J. (2018). *Evaluating Qualitative Research* (Understanding qualitative research). Oxford University Press. Ch. 1 & 2, p. 1-41.
- Dimitriadis, G. (2001). Coming clean at the hyphen: Ethics and dialogue at a local community center. *Qualitative Inquiry*, 7(5), 578-597.
- Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes*. University of Chicago Press.
- Fine, M. (2018). *Just research in contentious times: Widening the methodological imagination*. Teachers College Press. Ch. 1, p. 1-10.
- 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. 53-65.
- 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.
- Johnson, L. (2017). *Community-based qualitative research: Approaches for education and the social sciences*. SAGE. Ch. 4 Project Design, P. 65-71.
- Kallemeyn, L.M. (2014) School-level organizational routines for learning: supporting data use. *Journal of Educational Administration*, 52(4), pp.529 – 548.
- Lincoln, Y., & Cannella, G. (2019). *Employing critical qualitative inquiry to mount non-violent resistance*. Myers Education Press. Ch. 1, p. 1-24
- Lumsden, K., Bradford, J., & Goode, J. (2019). *Reflexivity : Theory, method and practice* (Routledge advances in research methods). Routledge. Introduction, pp. 1-16.
- Margolis, E. & Zunjarwad, R. (2018) Visual Research. In N.K. Denzin & Y.S. Lincoln, *The SAGE handbook of Qualitative Research* (5th Ed.) (pp. 600-626). Thousand Oaks, CA: Sage.
- Merriam, S.B. & Tisdell, E.J. (2015). *Qualitative Research: A Guide to Design and Implementation*. (4th Ed.) San Francisco, CA: Jossey-Bass.
- Milner, H. R. (2007). Race, culture, and researcher positionality: Working through dangers seen, unseen, and unforeseen. *Educational Researcher*, 36(7), 388-400.
- Patton, M. (2015). *Qualitative Research & Evaluation Methods: Integrating theory and practice* (4th Ed.). Thousand Oaks, CA: Sage. Chapter 5, Modules 30-41, pp. 264-319.
- Prasad, P. (2018). *Crafting qualitative research: Beyond positivist traditions* (2nd ed.). New York & London: Routledge. 1st Edition available through library, as an ebook (and you are welcome to use this edition)
- Prior, L. (2003). *Using documents in social research*. Sage. Ch. 1: Basic themes: Use, production, and content, pp. 1-29.
- Sandelowski, M., & Leeman, J. (2012). Writing usable qualitative health research findings. *Qualitative Health Research*, 22(10), 1404-1413.

COURSE GRADING

Grading	95-100 pts.	A
	90-94 pts.	A-
	86-89 pts.	B+
	83-85 pts.	B
	80-82 pts.	B-
	75-79 pts.	C+
	70-74 pts.	C
	< 70 pts.	F

Points for Assignments

Participation	10
Learning Plan	5
Encounters with Qualitative Research (10 each)	20
Reflexivity Memos (5 each)	15
Final Project	50

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. I will repost your assignments with grades and comments in Sakai.

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**.

Participation

Your class participation grade is based on attendance and the degree to which you contribute to group and class discussions and activities. Consistently late assignments and an unexcused absence from class will result in deducting at least one point from your participation grade for each class.

Learning Plan

Beginning of the Course (formative feedback only)

Use the template provided in Saki to indicate your learning plan for the course

- What key questions or objectives do you have for yourself in this course?
- For the Prasad text, which chapter are you interested in reading for each of the following topics: Interpretive tradition, Critical tradition, and Traditions of the Post?
- Book of interest for Book Club—whether one provided or one in your area of interest that you would like to read
- Research topics/questions for final project--Write a brief (1/2-1 page) description of your intended project. You may do this individually or with a group. If you submit individually, you may still do a group project in the semester. 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. Remember that it will be a wonderful learning experience if you can pilot some data generation on your topic, but please do not let the feasibility of this limit you.

End of Course (5 points)

Revisit your learning plan at the beginning of the semester. Consider what you have learned this semester, and then address the following questions.

1. How will you integrate what you have learned into your professional aspirations?
2. What else would you like to learn regarding qualitative research as you move forward in your career?
3. What additional authors, books, or articles would you like to read? List 3 to 5 items.
4. What topics, if any, would you be most important to you to study in-depth through an advanced seminar? Examples of past and current seminars include: Critical theories in qualitative research, case study research, qualitative data analysis, discourse analysis, mixed methods research.
5. What qualitative research skill sets would you like additional opportunities to develop? What are some ways that you might seek out opportunities to practice these skill sets? For example, in your current job? Through work on a research team? With a particular mentor?

You will be given one point for each of the 5 questions addressed.

Encounter with Qualitative Research

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

EQR: Qualitative Study Analysis (10 points)

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

Provide a brief overview and analysis of your article. Use the template provided in Sakai. 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

Then, using the definitions and characteristics of qualitative research from Merriam and Tisdell (see p. 14-19), demonstrate how this study exemplifies a qualitative research study.

Grading Guidelines

- Identified a qualitative research study (2 pt)
- Attempted to identify elements of the study (4 pt)

- Research Problem/Question
- Theoretical/Conceptual framework
- Methodology, design and logic (if provided)
- Data collection (generation) methods, including sample selection
- Analysis and interpretation
- Validity
- Demonstrated characteristics of a qualitative study consistent with course readings (4 pt)

EQR: Book Club (10 pts)

Based on preferences that you provide on the books listed below, I will form Book Clubs of 3 to 6 students. You will meet to discuss your book and complete a book review in-class. You will then submit a synopsis of your discussion, based on a discussion guide that I provide. As you read the book, consider questions in discussion guided provided in Sakai.

Possible texts for book clubs (or propose your own):

Chang, A. (2017). *The Struggles of Identity, Education, and Agency in the Lives of Undocumented Students: The Burden of Hyperdocumentation*.

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)

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.

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 (2 pt)
- Discussion and summary focused on the study's methodology, or aspects of how the study was conducted/reported (2 pt)
- Book review addresses both strength(s) and weakness(es) (2 pt)
- Discussion and summary connects the article/book section to topics/ideas discussed in the course (2 pt)
- Discussion and summary includes appropriate evidence from the book and course readings to support the critique (2 pt)

Reflexivity Memos

The purpose of these assignments is to provide you with opportunities to practice reflexivity. These assignments support objectives 4 and 5 in the course. Throughout the course, you will engage in a variety of reflexivity exercises to help you understand yourself as a researcher and yourself as a research instrument. Based on your experiences with your final project and the readings in the course, write **500 word** memos where you practice reflexivity. You will submit three reflexivity memos during the course. Because you are practicing reflexivity, the memos **MUST** be written in first person. How you organize and structure the memos 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. Keep in mind that these memos are **NOT** a reflection on your learning experience during the course.

Personal Reflexivity (5 points)

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). Choose one of the reflexivity exercises that you have completed as a basis of a memo to share with myself and your partner/group members. The following questions may be helpful in further stimulating your thinking:

- How might your intersecting social identities (e.g. ability, gender identity or expression, language, nationality, race, religion, sex, sexual orientation, socio-economic class, spirituality) impact your role/interaction with study participants? How might your intersecting social identities impact your understanding of the phenomenon you study?
- What are your perspectives, biases, etc. on what you are studying? How might these perspectives, biases, etc. affect your study, including the formation of the study, data generation, data analyses, data representation and so on?
- In what ways do your views and understandings of oppression, privilege, power and social justice impact your role in research?

Functional or Methodological Reflexivity (5 points)

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:

- 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 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 did the methods shape the evidence that you generated? What biases do the methods introduce and minimize? What methods would you use in the future?
- 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?

Disciplinary Reflexivity (5 points)

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). Our discipline(s) and professional identity also bring biases to our research. The following questions may be helpful in stimulating your thinking:

- What are your disciplinary perspectives, biases, etc. on what you are studying? How might these perspectives, biases, etc. affect your study, including the formation of the study, data generation, data analyses, data representation and so on?
- How do your disciplinary perspectives shape your ontological and epistemological assumptions about the world?
- How do your disciplinary perspectives shape the theoretical and methodological frames that you use?

Final Project

Throughout this course, you will develop a small qualitative study either 1) in groups of 3—4 students, or 2) individually with feedback from your peers. (If you have a strong rationale for completing this project individually, please see me). This study is not to be a thesis or dissertation research project; instead, consider it a research proposal based on opportunities to pilot data generation. 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 paper will be graded.

Throughout the course, the following interim assignments will be due. Further details in Sakai.

Plan for Final Project (Formative Feedback only)

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 a model provided by: 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

The proposal should include:

- Abstract (optional)
- Introduction
- Conceptual framework
- Research questions
- Research methods
- Validity

Be sure to also include a *Timeline and Management Plan* for your research study to clarify order and deadlines for tasks.

Plan for Fieldwork or Analysis (Formative Feedback only)

In this assignment you will provide your plan for fieldwork, which will include one of two options.

Option #1

For a method that you plan to use—interview, observations, document analysis—submit a draft of a protocol. If you are working in a group be sure to coordinate with group members. 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

Please note: If possible, I strongly recommend that you do this assignment related to your final project. I also recognize that it may not be possible to build relationships and access for these projects in a short time (and I do not want to encourage poor field ethics by creating circumstances where students enter the field, take what they need, and never return). In this circumstance, you are welcome to do this and the data generation assignment on any accessible topic. For example, you do not need IRB approval and informed consent forms to do observations in public spaces. The main goal of this assignment is for you to gain experience doing fieldwork.

Option #2

You may be working on a project in which researchers have already completed some or all fieldwork. In this circumstance, identify and familiarize yourself with the protocol used to generate the data, inform consent forms, and so on (see what needs to be submitted for Option #1 for ideas). Consider whether it is most appropriate to use all of the available data, or if you will only be looking at a subset of evidence from the original study. Develop an appropriate plan based on your research question.

Next, develop a plan for how you will analyze the data. You may want to look ahead to readings on data analysis. Develop a half-page to one-page description of how you intend to analyze the data generated for the study. Consider 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

Data Generation (Formative Feedback only)

Option #1

Individually, generate evidence through an interview, observation, or document analysis for your final project. Consider this an opportunity to as an initial encounter in the field that can help you further formulate your study. Submit the data (e.g., interview, observation, or document analysis) that you have generated, using the Data Generation Reflection Guide (see attachment). Submit both your initial notes as well as a "cleaned up" version. The Data Generation Fieldnote Guide provided in Sakai and attached can be used to develop your "cleaned up" version. At the time you submit this, be sure to also share it with your group members.

Please note: If possible, I strongly recommend that you do this assignment related to your final project. I also recognize that it may not be possible to build relationships and access for these projects in a short time (and I do not want to encourage poor field ethics by creating circumstances where students enter the field, take what they need, and never return). In this circumstance, you are welcome to do this on any accessible topic. For example, you do not need IRB approval and informed consent forms to do observations in public spaces or to analyze publicly available documents. The main goal of this assignment is for you to gain experience doing fieldwork.

Option #2

Carry out your data analysis. Write a memo on your analysis process. Write another memo on each theme/code/category that you view as promising to consider in future analyses. Use the Data Generation and Reflection Guide to also write multiple Methodological and Analytic memos.

Presentation (Formative Feedback)

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 (if relevant). This presentation will give you an opportunity to receive feedback on your final project from your peers. Please prepare an alternative representation, handout, and/or powerpoint to support your presentation.

Final Project (50 points)

Write a 6000-8000 word paper (excluding Tables, Figures, and Appendices) to represent your research study. Think of this paper as research study proposal based on work from piloting data generation. This paper incorporates components of the previous assignments. Further details posted in Sakai.

**Loyola University Chicago
School of Education
Syllabus Addendum**

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) (CF1)
- Practice culturally responsive approaches to research
- Understand and practice ethics necessary to be professional and just qualitative researchers (refer to the Reflexivity and Final Project Assignments) (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.

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice.*** The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be*

available through Sakai, TaskStream or another platform. 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](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.