

**Loyola University Chicago**  
**RMTD 580 - Advanced Qualitative Critical Inquiry**

Summer 2021 (July 5, 2021 – August 13, 2021)  
Instructor: Dra. (Doctora) Aurora Chang  
Online (Synchronous)  
Days and Times: Tuesdays, 6:00-9:15pm  
Contact Information: [achang2@luc.edu](mailto:achang2@luc.edu), 312-339-4008  
Office/Office Hours: By appointment via Zoom

**\*Virtual Office Hours:** By appointment via Zoom

**\*Responsiveness:** Email will be used as the primary mode of correspondence for this course. We will respond to/be available for email communication between Monday and Friday and get back to you within 24 hours during the work week. It is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course-related messages are not misdirected. Additionally, Sakai will be used extensively to conduct forums, turn in assignments, and as a source to update the class about course material.

**School of Education Commitment - COVID-19:** Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into Summer - 2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This webpage also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

**KEY COVID-19 Resources for your Summer - 2021**

[RETURN to CAMPUS Checklist](#)

[RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

**Disclaimer**

Please note, if, for pedagogical reasons, a change to the syllabus is necessary, we reserve the right to move forward with such changes.

**Course Description**

"What is the role of qualitative critical research when the need for social justice has never been greater?" (p. 1) ask Denzin and Lincoln (2017). In this course, we will begin by reviewing systems of inquiry within research in general explore as a basis for our deep dive into the importance of qualitative critical inquiry. We will focus on the meaning and discourses around critical qualitative research by exploring four methodologies: counter-storytelling, PhotoVoice, Youth Participatory Action Research, and Portraiture. Guest scholars who specialize in such methods will describe

their purpose and process with qualitative critical research. Students will reflect on readings, write an article critique, and collaboratively present on a methodology and conceptual framework. Students will leave this course able to speak the language of qualitative research in new, robust, and meaningful ways coupled with a better understanding of who they are as researchers and the possibilities of social transformation through qualitative design.

### **Course Objectives**

This course has been designed to meet the following general goals. Students will:

1. Engage in rigorous discourses about the role of qualitative critical research in education.
2. Become familiar with select qualitative critical research methods within education.
3. Learn to effectively and collaboratively present and facilitate discussion around qualitative critical research methodologies and conceptual frameworks in education.
4. Examine their own intersectional positionality as a scholar/researcher/educator by applying the concepts of our readings to your own understandings of qualitative critical research methods in education.
5. Understand the meaning of and differences between paradigms, ontology, theoretical perspective, methodology, and methods.

### **SOE Vision**

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

### **School of Education Mission**

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

### **Conceptual Framework and Conceptual Framework Standards**

Each syllabus is required to have a statement explaining how the SOE's Conceptual Framework (CF) – Social Action through Education – is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses diversity and the social justice mission of the School of Education.

If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. For your reference: our conceptual framework is described here - [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

### **SOE Conceptual Framework Standards (CFS)**

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

### **Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- 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 into how to improve their teaching and the department can learn how best to shape the curriculum.

## **SOE Objectives for this Course:**

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
4. Acquiring skills in working with others as a member of a team
5. Learning how to find, evaluate and use resources to explore a topic in-depth

## **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, Digication 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](#).

## **Additional ONLINE Course Policies**

### **\*Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

### **\*Online Student Participation**

Students should log in to Sakai and check course materials at least once per day. Students are expected to participate in all online activities and synchronous sessions as listed on the course calendar. Students are expected to attend each session, however, if lateness or absence is anticipated, please inform the instructors as early as possible.

### **\*Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

### **\*Student Support**

#### **Special Circumstances--Receiving Assistance**

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](#) (SAC) (<http://www.luc.edu/sac/>).

### **\*Center for Student Access and Assistance (CSAA)**

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.*

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*.

### **Diversity**

This course supports the School of Education's conceptual framework and its aim to prepare professionals in the service of social justice. To that end, we will delve into the equity issues related to diversity in international education.

### **Food and Housing Security**

Any student who faces challenges securing their food or housing is urged to contact the Dean of Students for support by submitting a CARE referral. Furthermore, please notify Dra or me if you feel comfortable in doing so. We will work with you to identify potential resources.

### **Late Work**

Assignments must be completed and turned in on the due date and time. If you anticipate needing more time to submit your work you must notify me via email at least 48 hours in advance of the due date and time. If you do not notify me 48 hours in advance, you will receive a maximum of half-credit for each late assignment.

### **Attendance**

You are expected to be on time to class and stay for the duration of class. If there is an emergency that will prevent you from attending, please email me as soon as you are able.

### **APA Style/Writing**

Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format. Papers must use 12-point Times New Roman font, double-spacing, and one-inch margins. The quality of writing is also of high importance. You are strongly encouraged to submit drafts of papers to peers and/or the Writing Center for initial feedback. If you have significant concerns regarding your writing ability, please consult with the University Writing Center (<http://www.luc.edu/writing/>) for assistance.

### **Syllabus Addendum Link**

<https://www.luc.edu/education/academics/syllabi/> 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.

### **The Core Rules of Netiquette**

What is Netiquette? Simply stated, it's network etiquette -- that is, the etiquette of cyberspace. And "etiquette" means "the forms required by good breeding or prescribed by authority to be required in social or official life." In other words, Netiquette is a set of rules for behaving properly online.

When you enter any new culture -- and cyberspace has its own culture -- you're liable to commit a few social blunders. You might offend people without meaning to. Or you might misunderstand what others say and take offense when it's not intended. To make matters worse, something about cyberspace makes it easy to forget that you're interacting with other real people -- not just characters on a screen, but live human characters.

So, partly as a result of forgetting that people online are still real, and partly because they don't know the conventions, well-meaning cybernauts, especially new ones, make all kinds of mistakes.

The list of core rules below, and the explanations that follow, are excerpted from the book *Netiquette* by Virginia Shea. They are offered here as a set of general guidelines for cyberspace behavior. They won't answer all your Netiquette questions. But they should give you some basic principles to use in solving your own Netiquette dilemmas.

Click on each rule for elaboration.

- [Rule 1: Remember the Human](#)
- [Rule 2: Adhere to the same standards of behavior online that you follow in real life](#)
- [Rule 3: Know where you are in cyberspace](#)
- [Rule 4: Respect other people's time and bandwidth](#)
- [Rule 5: Make yourself look good online](#)
- [Rule 6: Share expert knowledge](#)
- [Rule 7: Help keep flame wars under control](#)
- [Rule 8: Respect other people's privacy](#)
- [Rule 9: Don't abuse your power](#)
- [Rule 10: Be forgiving of other people's mistakes](#)

### Course Grades

The grading scale is as follows: A (93 - 100%), A- (90 - 92%), B+ (87 - 89%), B (83 - 86%), B- (80 - 82%), C+ (77 - 79%), C (73 - 76%), C- (70 - 72%), D+ (67 - 69%), D (63 - 66%), D- (60 - 62%), F (59% and below).

### **Curricular Design of Course**

This course is intentionally designed to address specific curricular questions that align directly with key corresponding assignments and learning objectives. As your professor and as a student in this course, it is very important that you understand the purpose behind each of the assignments you will complete because they have been purposefully crafted to meet the course goals. The table below outlines the relationship between course questions, key corresponding assignments and learning objectives.

<b>Course Questions</b>	<b>Key Corresponding Assignments</b>	<b>Learning Objective</b>
What is qualitative critical research in education?	All Assignments	To understand and examine qualitative critical research in education
What are some methodologies and conceptual frameworks employed in qualitative critical research in education?	Weekly Blogs Group Presentation	To reflect upon and share your experience thus far with research in education
What is a qualitative critical research methodology in education that you want to learn more about? Why?	Group Presentation Critical Qualitative Research Article Critique Paper	To collaboratively design an engaging presentation about one qualitative critical research methodology in education

How can qualitative critical research in education further social justice?	Weekly Blogs Group Presentation	To examine the potential social justice impact of qualitative critical research in education
What is your own understanding and experiences with qualitative critical research in education and how can you apply it to your own research interest(s)?	Weekly Blogs Critical Qualitative Research Article Critique Paper	To apply your understanding and new learnings about qualitative critical research in education to your own life personally and professionally

**Course Assignments - 100 total possible points**

1. **Participation - 10 points**
2. **Weekly Blogs and Two Peer Responses - 20 points**
3. **Group Presentation on Qualitative Critical Research Methodology & Theoretical Framework in Education (excluding any of the ones we read about in class) - 30 points**
4. **Critical Qualitative Research Article Critique Paper - 30 points**
5. **Check-in Conferences with Dra. - 0 points (required to pass the course)**
6. **Final VoiceThread Reflection - 10 points**

**\*\*Please refer to rubrics in Sakai Assignments tab for detailed information about course assignment assessments.**

**PARTICIPATION (10 points)**

Participation is the cornerstone of this course. Your contributions to a healthy class environment, substantive discussion, scholarly growth, and overall positive demeanor is the centerpiece of this course. Your participation will be measured by your self-assessment in the following areas:

- \*Supporting and cultivating new colleagues.
- \*Utilizing scholarly references and your funds of knowledge to support and articulate your ideas.
- \*Courageously raising issues and engaging in discussions that feel risky or uncomfortable.
- \*Engaging in difficult conversations, seeking to understand others before being understood.
- \*Being as mindful, attentive, and respectful as possible.

At the end of the course, you will conduct a self-assessment using the participation rubric in Sakai.

**Grading:** Please see the Participation Rubric (self-assessment) in the Resources folder.

**READING RESPONSES/BLOGS (20 points total - 4 points weekly)**

**Due: Blog posts are due the Friday by 5:00pm before each synchronous class. Blog responses are due the Sunday before each synchronous class by 11:50pm.**

To support in-depth, analytical reading of course materials, **students are to write a reading response/blog (500 words minimum) prior to synchronous class each week.** Responses should include in-depth, rigorous insights from readings and connections to personal, professional, and/or academic experiences. Each response should include at least two direct quotations from the readings and conclude with at least two general questions that may be used for classroom discussion. Please copy and paste your blog entry into the text box under the Assignment Submission tab in addition to posting it in the blog section (see screenshot below). **Blog posts are due the Friday by 5:30pm before each synchronous class.**

**Blog responses to peers (two minimum)** should be conversational in nature and do not have any specific requirements (see sample) - they can be as brief or long as necessary. Please indicate the names of the two peers you respond to at the bottom of your individual reading response each week. Aim to respond to as many of your peers as possible rather than the same people each week. See sample at bottom of syllabus. **Blog responses are due the Sunday before each synchronous class by 11:50pm.**

**Grading:** Please see the Blog Responses Rubric in the Assignments tab for more details.

**LOYOLA UNIVERSITY CHICAGO**

Assignment Instructions

Assignment Submission | Grading Rubric

Below is the submission from a student. You can insert comments into this text by clicking in the box, then type your comments. Comments surrounded by double curly braces, {{like this}}, will appear red to the student.

During this week's reading, we read many different techniques and good practices for effective teaching. One after another, the faculty student relationship was emphasized. Paolini (2015) shared how important it was for faculty to be student centered - YES!. Faculty were more effective when they showed respect to the students and their ideas - STUDENTS WILL NOT LEARN UNTIL THEY KNOW THAT YOU CARE ABOUT THEM. Providing cultural sensitivity along with interaction of responsiveness, approachability and helpfulness contributed to being an effective instructor. I have always heard building relationships and being related to one another can create effective outcomes. This is no different when it comes to the success of a student within the classroom. This has made it more apparent to me the importance for faculty to get to know their students. I do believe it is important for faculty to have strong relationships with students not just for the student to effectively learn, but also be a resource for what the student is going through outside of the classroom - I AM SURE YOU CAN DRAW PARALLELS TO YOUR OWN EXPERIENCE IN STUDENT AFFAIRS. Sometimes the faculty student relationship might be the only relationship the student has with the institution - EXACTLY.

Submitted Attachments

No attachments submitted

### **CHECK-IN CONFERENCES (required to pass the course - 0 points)**

\*Conferences will take place during Week 4 & Week 5. [Sign-ups are available HERE.](#)

Students will meet individually with Dra. Aurora Chang via Zoom either during Week 4 or Week 5. Please come prepared to answer the following questions.

1. What have you learned from the course thus far?
2. What have you noticed about yourself during the course?
3. What are you still wondering about regarding critical qualitative research?
4. What do you see as your strengths and areas of development as a researcher?

### **CRITICAL QUALITATIVE RESEARCH ARTICLE CRITIQUE (30 points)**

The purpose of this assignment is to choose one empirical research article and write a 500-750 word paper critiquing it. Submit paper in the Sakai "Assignments" tab under "Article Critique" by Saturday, 8/7 no later than 11:50pm.

#### **What is an article critique?**

An article critique requires you to critically read a piece of research and identify and evaluate the strengths and weaknesses of the article.

#### **How is a critique different from a summary?**

A *summary* of a research article requires you to share the key points of the article so your reader can get a clear picture of what the article is about. A critique may include a brief summary, but the main focus should be on your *evaluation* and *analysis* of the research itself.

#### **What steps need to be taken to write an article critique?**

Before you start writing, you will need to take some steps to get ready for your critique:

- Choose an article based on empirical research that utilizes a critical qualitative research methodology (it can be a reading from this course or an outside reading of your choice).
- Re-read the article to get an understanding of the main idea.
- Re-read the article again with a critical eye.

As you read, take note of the following:

- What are the credentials of the author/s?
- What is the author's positionality?
- Are the chosen research methods appropriate to answer the research question(s)? Why? How?
- Are there issues related to the generalizability of the results?
- What are the strengths of the article?

- What could use improvement?
- Is the article timely and relevant or is it outdated?
- Did the author/s ground their research in theory and previous literature?

### **What is included in an article critique?**

An article critique has four main parts:

#### 1. Introduction (5 points)

Include an introductory paragraph that includes the following:

- The author's name(s) and the title of the article
- The author's main point
- A thesis statement that previews your analysis

#### 2. Summary (5 points)

After your introduction, discuss the following in your own words:

- The main points of the article
- The arguments presented in the article
- The findings of the article

#### 3. Critique (10 points)

After summarizing the article, critique the article by doing the following:

- Discuss the strengths and weaknesses of the article that you noted while critically reading the article.
- State your informed opinions about the clarity, relevancy, and accuracy of the article, using specific examples from the article to support your statements.

#### 4. Conclusion (5 points)

Finally, end your article critique with a conclusion that does the following:

- Summarize the key points in the article, as well the key points from your own analysis.
- Close with a comment about the significance of the research or a statement of future research needed in the field.

#### 5. Technical Features of Paper (5 points)

Five points maximum will be awarded for a flawless technical paper – no spelling, grammatical, syntactical or APA errors.

- One point will be deducted (for a maximum of five points) for each technical error.

Please refer to the following [model](#) with regards to the structure of the paper. Please use this model as a guide rather than a template.

Consult the following article, [A Step by Step Guide to Critiquing Research](#), to learn more about how to critique qualitative research.

**Grading:** Please see the Critical Qualitative Research Article Critique rubric in the Assignments tab for more details.

**Exemplars:** Please refer to the Resources folder entitled "Exemplars Article Critique" for samples of papers that received the maximum score in previous semesters.

### **GROUP PRESENTATION (30 points)**

**Due Date:** One person from your individual group will submit your presentation in the Sakai "Assignments" tab under "Group Presentation" by Tuesday, 8/10, no later than 11:50pm. Please ensure that all of your group members' names are listed.

**Group Composition:** To sign up for a topic (you will list your chosen methodology and framework) and join a group, go the [RMTD 580 Summer 2021 Group Presentation Sign-Up sheet](#) where you can choose a qualitative critical research methodology and/or method to work on and sign up accordingly. There will be four groups of three and there are no exceptions to this composition.

**The Assignment:** The purpose of the group presentation is to collaboratively research, present, and provide resources for one methodology and accompanying theoretical framework. Here are some examples you may consider (this is in no way an exhaustive list). In other words, choose a methodology and a theoretical framework that you imagine



would work well together. Note that these are not listed next to one another as “couples” – rather, you can choose any methodology and any theoretical framework that you think fit well together.

Methodologies	Theoretical Frameworks
Critical Ethnography	Chicana Feminist Epistemology
Auto Ethnography	Endarkened Feminist Epistemology
Narrative Inquiry	Queer Theory
Phenomenology	AsianCrit Theory
Case Study	Critical Race Theory
Performance Ethnography	Bourdieuian Forms of Capital
Grounded Theory	Marxist Theory
Poetics	Intersectionality Theory
	Bronfenbrenner’s Ecological Model
	Self-Efficacy Theory
	Figured Worlds Theory
	Borderland Love Ethic Theory

You will have 20 minutes to deliver an informative, engaging, and polished presentation. Your presentation must contain the following elements:

1. Presentation content shows a thorough understanding of the qualitative critical research methodology and theoretical framework. Substantive research effort is evident in locating relevant information and facts. Content is accurate and sequenced in a clear, logical way. All required elements including a reading list with at least 10 resources are included and sources are properly cited (APA 6<sup>th</sup> ed.).
2. Slides are visually well designed, aesthetically pleasing with appropriate use of white space, visuals, and minimal text if any, on each slide. Color and animations are used judiciously. Theme (e.g., template) is evident throughout to produce a highly cohesive presentation. Free from errors (grammar, punctuation, spelling, formatting, etc.) on the slides.
3. Highly effective delivery of a well-polished oral presentation within the time limit for the group to present (20 minutes total). All group members present equally. Rehearsal is strongly evident.
4. “Notes” are included in the presentation (or in a separate document) to fully explain each slide as a written transcript. Writing demonstrates a strong writing style basically free from grammar, punctuation, spelling, or usage errors.
5. Based on students’ feedback evaluation forms, group members demonstrate that they participated fully in the project and shared the workload fairly by contributing to the development of the presentation, assisting in editing others’ work to produce a polished presentation, and coordinated group’s efforts and/or demonstrated leadership to facilitate and achieve the project goals and meet deadline.
6. Collaborative presentation is completed by the deadline and meets the required length (10-15 slides).

#### Using GoogleSlides to Collaborate on PPT Presentation

While you can use any format you’d like, I recommend you use GoogleSlides to collaborate on creating an effective PowerPoint presentation. Here is a [video that teaches you how to use GoogleSlides](#).

#### How to Meet with your Group Via Zoom and Record your Presentation

Instructions:

1. Use the email tool (located in the tool menu of this site) to determine a presentation recording time for your group.
2. Use your group's Zoom meeting room (located in the tool menu of this site) to join the meeting room at your presentation recording time.
3. Practice using Zoom (sharing your audio, video, and screen/presentation) before you begin recording.

4. The first group member to enter the room will need to record the session. **Note:** You must be [logged into Zoom](#) to record the session. Visit [Local Recording](#) for additional instructions.
5. As a group, record a Zoom session with all three of you presenting. For additional instructions on how to share audio, video, and your screen in Zoom, please visit the [Audio, Video, Sharing](#) page on the Zoom support website.
6. Then the member of your group that recorded the session must upload your recording to Panopto. To access the correct folder, select the Panopto tool (located in the tool menu of this site) and choose the Group Presentations sub-folder. Visit [How to upload a Zoom recording to Panopto?](#) for instructions.

For additional assistance contact the ITS Service Desk at [itsservicedesk@luc.edu](mailto:itsservicedesk@luc.edu) or 773-508-4487. Zoom also provides 24/7 support. Visit [How do I contact Zoom support?](#) for more information.

**Grading:** Please see the Collaborative Presentation Rubric in the Assignments tab for more details.

**FINAL VOICETHREAD REFLECTION (10 points)**

**\*\*Due: Friday, August 13, 2021 5:00 PM CST\*\***

Students will individually create a 5-minute VoiceThread presentation that summarizes your overall reflection and experience in the course. Please note: it is up to you to decide how you would like to present this via VoiceThread. The idea here is to engage in something creative and enjoyable.

1. Reflect upon the fundamentals of college teaching and design.
2. Summarize your reflections on the course content and your experience in the course.
3. Aim for 5 minutes.
4. Upload to VoiceThread.

**Grading:** Please see the Final VoiceThread Reflection rubric in the Assignments tab for more details.

**Required Texts: All readings are available on Sakai in the "Resources" folder.  
Please refer to weekly schedule.**

## Weekly Schedule

**Readings** - This is a condensed graduate level course - 14 weeks condensed into 6 weeks - that requires an average of approximately 125 pages of reading per week. Pace yourself and schedule your reading time as equally throughout the week as possible. Reading will only seem overwhelming if you leave it for the last minute.

### **Week 1 (7/5): Understanding Research: paradigms, ontology, theoretical perspective, methodology, and methods**

- Review Syllabus
- Read:
  - Historical Overview of Qualitative Research in the Social Sciences pp. 17-42
  - Building on New Foundations: Core Principles and New Directions for Qualitative Research
  - Understanding, selecting, and integrating a theoretical framework in dissertation research: creating the blueprint for your “house”
  - The Case for Qualitative Research
  - The Goodness of Qualitative Research
  - What Good Is Polarizing Research into Qualitative and Quantitative?
- Come prepared to share three total quotations from the readings and why they had an impact on you.
- Watch Lecture #1 video

### **Week 2 (7/12): What is qualitative critical research in education?**

- Write reading response/blog and respond to two peers’ blogs
- Meet with your group
- Read:
  - Critical Approaches to Qualitative Research pp. 165-178
  - Philosophical Approaches to Qualitative Research pp. 81-98
  - Critical Qualitative Methodologies Reconceptualizations and Emergent Construction
  - Just what is critical race theory and what's it doing in a nice field like education?
  - Research is ceremony: Indigenous research practices
  - Navigating the Corporate University: Reflections on the Politics of Research in Neoliberal Times
- Watch Lecture #2 Video

### **Week 3 (7/19): Counter-storytelling**

- Write reading response/blog and respond to two peers’ blogs
- Meet with your group
- Read:
  - Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education Research
  - Chicana/Latina Testimonios: Mapping the Methodological, Pedagogical, and Political
  - A Student-Teacher Testimonio- Reflexivity, Empathy, and Pedagogy
  - Privileged and Undocumented: Toward a Borderland Love Ethic
  - Increasing the Depth of Field: Critical Race Theory and Photovoice as Counter Storytelling Praxis
  - The Vulnerable Academic: Personal Narratives and Strategic De/Colonizing of Academic Structures
  - Un-American: Latina high school students’ testimonios of American and white conflation in the middle of nowhere
- Watch Lecture #3 Video

### **Week 4 (7/26): PhotoVoice**

- Write reading response/blog and respond to two peers’ blogs
- Meet with your group
- Read:
  - A Review of Research Connecting Digital Storytelling, Photovoice, and Civic Engagement
  - Beginning a Classroom Inquiry: Using Photovoice to Connect College Students to Community Science
  - "It's Like We Are Legally, Illegal": Latino/a Youth Emphasize Barriers to Higher Education Using Photovoice

- Photovoice: Concept, Methodology and Use for Participatory Needs Assessment
- Picturing Ethnic Studies: Photovoice and Youth Literacies of Social Action
- Using Photovoice to Uncover Campus Issues and Advocate Change for Black Males
- Watch Lecture #4 Video

#### **Week 5 (8/2): Youth Participatory Action Research**

- *Submit Critical Qualitative Article Critique Paper by Monday, 8/2 by 11:50pm*
- Write reading response/blog and respond to two peers' blogs
- Read:
  - What is Youth Participatory Action Research?
  - The Critical Pedagogy of Mentoring: Undergraduate Researchers as Mentors in Youth Participatory Action Research
  - How Getting Close to Your Subjects Makes Qualitative Data Better
  - Culturally responsive, relational, reflective ethics in research: The three Rs.
  - Qualitative Methodological Considerations for Studying Undocumented Students in the United States
  - Approaching praxis: YPAR as critical pedagogical process in a college access program.
- Watch Lecture #5 Video

#### **Week 6 (8/8): Portraiture**

- *Submit Group Presentation by Tuesday, 8/10 by 11:50pm*
- *Submit final VoiceThread reflection by Friday, 8/13 by 5:00pm*
- Write reading response/blog and respond to two peers' blogs
- Read:
  - Reflections on Portraiture: A Dialogue Between Art and Science
  - The Song (Does Not) Remain the Same: ReEnvisioning Portraiture Methodology I Educational Research
  - Collage Portraits as a Method of Analysis in Qualitative Research
  - Research as an Aesthetic Process: Extending the Portraiture Methodology
  - Researcher-Portraitists: An Exploration of Aesthetics and Research Quality
- Watch Lecture #6 Video

## Sample Reading Response Blog and Peer Response

\*please note this is from another course

Students are encouraged to write and save their blog posts as Word documents prior to submitting via Sakai, as we cannot guarantee that you will not lose your work in the process of writing and/or that posts/writing will be available after the end of the course, when the Sakai site is closed.

Blog posts are less formal in tone than scholarly papers to allow for less anxiety and more freedom in expression. Still, students are expected to submit writing that is cogent, professional, and free of grammatical, spelling, or other typographical errors. Furthermore, students should utilize APA format for any in-text citations or direct quotes, as well as include a full reference for any sources cited within the paper that have not been directly introduced/covered in this course (but a full reference list is not required).

Grading: You will earn 3 points for successfully completing your individual weekly blog and 1 point for responses to peers for a total possible 4 points.

### Sample Blog Entry (from a different course)

This week's readings challenged me to evaluate my own privileges and reminded me of how oblivious I am to them on a daily basis. I related to the way Watt (2013) examines her identity. "My marginalized status as a racial being is prominent to my sense of self. Simultaneously, I am not fully conscious of the centrality I enjoy as a heterosexual and as a cisgender female" (p. 45). Interestingly, I also read both of Janet Mock's books and was deeply impacted by them. At the time, I was reading memoirs by several other writers of color, and unlike Watt, was not consciously seeking out a trans voice. While Mock's books describe realizing her identity and gave me a deeper understanding of her experience as a trans woman, I realized that after reading them I just identified with her as a fellow black woman.

Watt (2013) describes reading Mock in order to "learn about this Difference", and while I learned a great deal, I mostly felt the same sense of connection I have felt after any memoir by a woman of color. Part of that is due to Mock's style of writing, and the way being trans is one of many layers of her identity. Mock's gender expression and sexual orientation are also similar to my own -use of she/her pronouns, feminine style of dress, in a heterosexual relationship, etc. In reading Watt, I wondered whether I was being willfully ignorant, overlooking Mock's identity as a trans woman and focusing on the aspects that I found most relatable. What bothers me is the way Watt describes reading this one trans author, and engaging in dialogue with one trans colleague.

I see many benefits to practicing privileged identity exploration, however, I cannot help but wonder how this impacts people from marginalized populations. This trans faculty member is likely one of few, and has probably thought about pronouns and various gender inclusion practices for many years. It feels presumptuous of Watt to expect them to continue having these conversations with her just because she is trying to resituate herself. This feels like an example of the internalized superiority that Sensoy and DiAngelo (2017) describe in Chapter 6. I certainly would not want to be singled out by white and/or male colleagues whenever they wanted a perspective from someone who shares my identity. Rather, I think there is value in seeing, acknowledging, and even celebrating differences in people without categorizing them as other, or using their lived experiences for your benefit.

Sensoy and DiAngelo (2017) describe how marginalized groups "have always tried to get dominant groups to see and understand their experiences, but dominant groups often aggressively resist this information" (p. 96). During a recent workplace equity training, I had to check my privilege as an able-bodied person. Two colleagues, one who has disabled children, and another who is blind, talked about how able-bodied people tend to avoid interaction with disabled people. Rather than awkwardly acknowledging difference, or saying something problematic, people are more

comfortable ignoring them altogether. I felt especially guilty about having done this because I have felt overlooked myself, and know how someone choosing to say nothing can feel worse than someone saying the wrong thing. In centering experiences of d/Deaf women of color, Stapleton (2015) focuses on individuals who are often ignored even within their own communities and families. Although her work is highly specific, the way she gives voice to those who have never been encouraged to examine their own identities is incredibly powerful. One of the students, Tiara, describes her newfound community: "I found my identity of who I am. I chose the deaf world; I can communicate in sign language rather than struggle to understand what everyone is saying...I have finally found myself, and I love it, being able to communicate with all my [peers] perfectly and can really be myself in the [Deaf organization]. I wanted my family to respect my deaf identity" (Stapleton, 2015, p. 579) This serves as a reminder that no matter how specific, every level of an individual's identity matters, as does the importance of truly diverse and inclusive communities on all university campuses. How do we ensure that all identities matter? How does my own identity impact my work as an educator?

*Responded to: Jane and Amy*

### **Sample Blog Response**

Hi Jane -I really appreciate the introspection and thoughtfulness of your responses. I, too, often have trouble with what I think you were insinuating –the idea of tokenization –being the one or one of the few from a marginalized background. It's so frustrating and lonely!! When I work with students, I am also acutely aware of the way I am receiving their identities and making judgments without even knowing it. What's the solution to this? Is there a solution?