

EDUC 792 – QUALITATIVE METHODS IN EDUCATIONAL RESEARCH
Lecture: Mondays, 1:00 p.m. - 4:00 p.m., Room 4212 SEB
Laboratory: Tuesdays, 10:00 a.m. – 12:00 p.m., Room 2346 SEB

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Office Hours: Mondays (11:30-12:30) or by appointment

Canvas: We will use Canvas for our course management system. I will use our course Canvas site (EDUC 792 003 FA 2018) to post course materials (e.g., weekly readings, class PowerPoints, assignment guidelines). It is your responsibility to check the Canvas site regularly. Please let me know if you do not have regular Internet access.

COURSE DESCRIPTION

“... researchers have a responsibility to listen—closely and carefully—to *what* young people [and anyone else participating in research] are saying, and *how* and *for what reasons* they are saying it. Such listening—careful, critical, and deliberate— can help educational researchers ‘gain insights that can be used to begin crafting a nuanced understanding of... lived experiences’ (Ball, 2006, p. 129). In this way, listening requires us to be attentive to people’s utterances, voices, vulnerabilities, body language, lived conditions, backgrounds, and ways of being in the world.”

-- Valerie Kinloch and Timothy San Pedro from *Humanizing Research: Decolonizing Qualitative Inquiry with Youth and Communities* (2014, p. 26)

“Serious researchers repeatedly move back and forth among these four areas of thought [imagery, sampling, concepts, and logic], and each area affects the others. I may choose my sample in a way that takes into account my image of what I’m studying, but I will surely modify my image on the basis of what my sample shows me. And the logical operations I perform on the results of some part of my work will probably dictate a change in my concepts. And so on. There is no sense imagining that this will be a neat, logical, unmessy process” (p. 9)

-- Howard Becker from *Tricks of the Trade: How to Think About Your Research While You’re Doing It* (1998)

Course Overview

In this course, we will explore what it means to utilize qualitative methods in educational research. We will do this by: (a) interrogating various readings, (b) practicing certain techniques, (c) collecting data (or acquiring existing data), (d) analyzing those data, (e) beginning to write like qualitative researchers, and (f) engaging in rich discussions throughout the semester. Course participants should be aware that this is an introductory qualitative methods course, and thus will

not involve advanced applications of different types of qualitative methods. Additionally, course participants should not expect to be expert qualitative researchers after one, 14-week introductory course. With that said however, this course will provide participants with basic understandings about qualitative research (what it is, and why it is used), its philosophical underpinnings and associated assumptions, and different types of research methods and analytic techniques that fall under the qualitative umbrella.

The following questions will guide our work:

1. What is qualitative research, and why and how are qualitative research methods utilized? What types of questions typically launch qualitative studies?
2. What philosophical ideas underpin qualitative research methods, and what assumptions guide the work?
3. What different types of approaches and methods are typically situated under the qualitative umbrella, and what types of analytic techniques tend to be utilized by qualitative researchers?
4. How do qualitative researchers tend to communicate about their work?

Course Objectives

In order to target course goals and interrogate the course's guiding question, course participants will:

1. read and discuss philosophical, "how to," and example texts related to qualitative methods, continuing to hone their academic literacy competencies (especially identifying, interpreting, and producing academic arguments).
2. explore course themes and practice various techniques through the collection (or acquisition), analysis, and communication of qualitative data.
3. explore associated issues, such as those related to human subjects, subjectivity, reflexivity, and positionality, data collection and analysis, equipment and storage, and communication.

COURSE POLICIES

Course Evaluation

Grades are based on total points earned. No curve is used. In addition, I do not give grades of A+ in graduate-level courses (because no one is going to be "expert" with respect to qualitative methods after one, 14-week course). The course grading scale is as follows:

Percent Range	Corresponding Grade
94% - 100%	A
90% - 93%	A-
88% - 89%	B+
84% - 87%	B
80% - 83%	B-
78% - 79%	C+
74% - 77%	C
70% - 73%	C-
68% - 69%	D+
64% - 67%	D
60% - 63%	D-
Below 60%	F

Additional Policies and Expectations

1. Academic and Professional Integrity

It is expected that all members of this learning community will conduct themselves with integrity related to all aspects of our academic and professional lives. This includes making certain that plagiarism never occurs. Please refer to the following website for specific policies and procedures related to academic and professional integrity:

http://www.soe.umich.edu/file/academic_integrity/

2. Accessibility & Access

Every member of this learning community has the right to full participation. If you need extra support for any reason, please do not hesitate to contact me and have a discussion with me. I want to support your learning as fully as I can. I will, of course, keep our discussions private and confidential. For example, if you need an accommodation(s) for any type of disability, please let me know at your earliest convenience. We can work with Services for Students with Disabilities (<http://ssd.umich.edu/>) to ensure that your learning is fully supported.

3. Discrimination/Harassment

No member of this learning community should be subject to discrimination of any kind and/or harassment. Please refer to the following website for University policies related to discrimination and harassment:

<http://www.rackham.umich.edu/current-students/help/discrimination>

4. Issues Related to Diversity, Equity, and Social Justice

The University of Michigan School of Education is guided by twin imperatives, as we call them: a focus on education practice (writ large) and a commitment to diversity, inclusion, justice, and equity (DIJE) (which mirrors the University's commitment to DEI). Conducting qualitative research (like any type of educational research) is an educational practice (and we will explore the specifics of this in detail in this course). With respect to DIJE, we will explore the intersections among these ideals and the practices of qualitative inquiry (e.g., relationship between researcher and researched; stances on who has a right to conduct qualitative research with respect to research participants, their communities, etc.). Jacquie and I take the stance as qualitative researchers that a focus on DIJE is central and necessary to conducting all aspects of qualitative research.

4a. Gender Pronouns: All people have the right to be addressed and referred to in accordance with their personal identity. Each of us will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. You can indicate your personal pronouns via Wolverine access, using the *Gender Identity* tab under *Student Business*.

5. Classroom Community

Our work together relies on honest, open, and respectful dialogue so that everyone in the course feels free to express their views and ask questions. Disruptive behavior (e.g., inappropriate language, talking over others, harassing others, texting during class, failing to give guest speakers your full attention) has no place in our course and will result in the loss of participation points at

the very least. Here are a few guidelines to help facilitate our conversations and activities each week:

a. ***There is no such thing as a stupid question.*** Please ask any and all questions that you have and remember that by asking your questions, you are allowing us to learn as a community because you are helping to make ideas visible.

b. ***Be respectful of others' ideas and experiences*** even if they are different from your own. We do not have to agree but we do owe it to each other to listen to and consider each other's points of view. On a related note, please ***respect confidentiality*** related to this course.

c. ***Listen to others*** by trying not to interrupt until whoever is talking is finished and until you have heard and considered what others have said. ***Do not assume that silences are unproductive.*** Give others time to think, consider, and formulate ideas.

d. ***Monitor your participation.*** If you are outgoing and tend to dominate conversation, use this course as a chance to practice allowing others a space to participate. If you are less outgoing and tend to let others do the talking, use this course as an opportunity to practice speaking up and adding to the conversation.

→ ***With respect to discussions in class:***

- (1) **Support ideas using course readings** (point to page numbers and quotations in text)
- (2) **Balance adding new ideas into conversations with building off of ideas previously mentioned by others**
 - (a) Draft-form ideas are welcome and necessary to sense-making
 - (b) Ask often for clarification
- (3) **Practice challenging each other's ideas.** Sentence starters help (e.g., "I want to push on that idea a bit..."; "I agree with X but we might also want to consider..."; "We see Y differently...")

e. ***Please turn cell phones off or to vibrate*** before each class session out of respect for our community. On a related note, ***use laptops appropriately*** (e.g., note taking, presentations). Unless directly related to this course, please ***refrain from texting, visiting Facebook, etc.*** Please ***turn off all MP3 players.*** Please be mindful of your technology use because it can be quite offensive to others if they are speaking and you are texting or checking email. With that said, I do want to recognize and honor the fact that many of us use our technologies as learning and thinking tools.

6. Attendance, Participation, and Communication

Regular, on-time attendance and thoughtful participation during class discussions and other activities are essential not only to your individual performance but also to the success of the course and our community. We all share responsibility for the learning and teaching in this course. If you know that you have to miss a class session, ***please notify me PRIOR to your absence*** (if you do not, you will lose participation points). You are responsible for obtaining all materials (including summaries of class activities and discussions) and making up any missed work. ***I expect excellent communication*** (e.g., notifying me prior to any absence, notifying me about any issues regarding assignments). More than two absences over the course of the semester

for any reason might result in the loss of a letter grade. NOTE: Make sure that you are communicating directly with me about these issues.

7. Late Work, Extension Requests, and Revisions

LATE WORK: Unless I state otherwise, all assignments are due on the dates listed in the syllabus. You may submit your work via email to me directly, and/or by uploading it to the course's Canvas site.

EXTENSIONS: I understand that we are all busy people and sometimes we are not able to adhere to stated due dates. If you need an extension, please talk with me in person or contact me via email. **Make sure you contact me PRIOR to any given due date** or I may not be able to grant your extension request. In addition and with respect to some assignments, there is only so much leeway in the schedule (see the "course assignment" section), so take that into consideration. Please do not abuse my liberal extension policy or you will no longer have access to it.

8. Format for Assignments & Assignment Submission Guidelines

Unless I note otherwise, all assignments must be typed. **Please double-space your work, use 1" margins all around, and use 12 point Times New Roman font.** I expect you to attend closely and carefully to spelling, grammar, and other conventions. When referencing course and other materials, please follow the American Psychological Association style guidelines (APA – 6th edition). You can access the APA style manual through University of Michigan's libraries or online at <http://www.apastyle.org>. Purdue University also has a very helpful online APA guide: <http://owl.english.purdue.edu/owl/resource/560/01/>. If you have questions about how to format an in-text citation, a reference for your reference list, a Figure embedded in one of your papers, please ask.

COURSE ASSIGNMENTS

NOTE-1: More information (i.e., detailed assignment guidelines, when applicable) will be posted to Canvas in a timely fashion, and discussed in class.

NOTE-2: Deadlines listed here are tentative, and might be reassessed based on our progress throughout the course. **Be prepared to be flexible.**

NOTE-3: If you have reason to work with another person in this class on one project (e.g., you share an advisor and are using that person's data set), please see me for guidance about assignments.

NOTE-4: Unless you have Human Subjects approval from the University of Michigan Institutional Review Board, you MAY NOT publish or formally present (e.g., as part of a conference) any of the data that you collect or acquire, and/or any of the analyses that you conduct for this course. If you wish to obtain human subjects approval, your advisor must agree to serve as the faculty contact on your human subjects application (and thus, must agree to provide feedback on that proposal and help you with that process). If you have questions about this process and/or need assistance, please let me know.

1. Participation – 20 points total – 10% of final course grade

You will earn participation points each week. You will do that in the following ways:

- a. **Participating fully in class.** I expect that you are asking questions, sharing ideas, discussing elements of the readings (so it is clear that you've done the readings), etc.
- b. **Actively communicating.** I expect that you are actively communicating with me (Leah) if you have to miss a class, if you need an extension on an assignment, and/or if you need help in any way
- c. **Weekly Reflective Journal.**¹ Each week, you will complete a short reflective journal entry about the ideas and concepts with which you are engaging in the readings and our class discussions. The reflective journal is not meant to be a polished space; it is meant to serve as a place to pose questions, work out ideas, surface confusions, etc. During some weeks, we might provide specific prompts that we want you to address. We ask that you complete these entries by Wednesday (5:00 p.m.) of each week, so that we may provide some feedback to further your thinking, ask questions, and propose additional resources. We are looking to see that you have completed the reading and are thinking about it in your own work. We will be assessing these entries for the depth of your engagement with course ideas and themes. The reflective journal will be formatted as a running GoogleDoc shared only with yourself, Jacquie, and me. We expect the weekly entries to be no more than a page in length, single-spaced. NOTE: the weeks that you have memos due, you will not write a reflective journal entry.

Please follow this link to create your journal:

<https://docs.google.com/document/d/19DNG2JMWxNc4Qvggqa8fS9ARtdXL0cSOUIkJOqiuwd4/edit?usp=sharing>

2. Initial Project Idea, Rationale, & Proposed Research Question(s) – 20 points – 10% of final course grade

Due Date: September 18th by 5:00 p.m.

In no more than five pages, you must describe your project idea, including your rationale for selecting this project. You will discuss your research question(s), and discuss your tentative proposal for data collection. Make sure that your research question(s) is one that is capable of being investigated using qualitative methods. Your tentative proposal for data collection should include (a) the proposed research question(s) of your study, (b) a rough time line, and (c) methods you propose, at this point, to address the question(s) [this could change based on revisions of your ideas], and given those methods, the types of data you envision collecting (and then analyzing later in the course). Finally, you will include a diagram that depicts your proposed research design in its current form (you will be able to iterate on this throughout the semester).

3. Conceptual & Methodological Sketch (DRAFT) – 50 Points – 25% of final course grade

Due Date: October 12th by 5:00 p.m.

In no more than 6-8 pages, you will include: (a) an introductory paragraph (or two) that reintroduces your project and your latest version of your research question(s) (this is the space to discuss whether/how you have changed any of your initial ideas from assignment #2), (b) draft

¹ This assignment is adapted from one used in Professor Maisie Gholson's EDUC 737 course in Winter 2018.

text with a supporting diagram that explains the conceptual or theoretical framework you are using to ground your project, and (c) the beginnings of a draft of what is typically referred to as the methods section of an empirical paper. As part of your draft methods section, you will discuss your own subjectivity and positionality with respect to your project, your research site, and your participants. In essence you are elaborating your initial description of your project idea (based on feedback from your peers, Jacquie, and/or me, based on readings, based on discussions, etc.). For your final course project, you will revise this document, and add a description of your data analysis, a preliminary description of your findings (if applicable), and your thinking about “next steps.”

4. Snapshot of Analysis – 50 points – 25% of final course grade

Due Dates: Memo #1 is due on October 23rd by 5:00 p.m.; Memo #2 is due on October 30th by 5:00 p.m.; Memo #3 is due on November 6th by 5:00 p.m.; the paper is due on November 20th by 5:00 p.m.

This assignment is a combination consisting of the following:

- a. Three specific memos related to your project (e.g., about your subjectivity and positionality and how that is intersecting with aspects of your project, about specific data collection issues, about data analysis-related processes and issues, about data management, about ethical issues). NOTE: You are not responsible for submitting a reflective journal entry the weeks that you submit a memo.
- b. A paper (3-4 pages plus appendices) describing your data analysis process. You will include the following:
 - Some type of data snapshot that shows some of your analytic techniques
 - A sample of your codebook with annotations
 - A discussion of your subjectivity and positionality with respect to your data analysis
 - A discussion of your rationale for why you are analyzing your data in the ways that you have chosen to do so (this section should include methods-related literature from our course literature)

5. Final Course Project and Presentation – 60 points – 30% of course grade

Due Dates: The Final Course Project is due no later than December 12th at 11:59 p.m.

Presentations will take place in class on December 10th (Mon.) and December 11th (Tues; last day of classes)

Using feedback from previous assignments and the work you have done throughout the semester, you will write and submit a final course project (15 pages maximum). In addition, you will communicate the work you have done this semester to classmates as part of a final course presentation (8-10 min., and 5 minutes for questions and answers).

COURSE SCHEDULE*

NOTE-1: **I reserve the right to revise this schedule whenever necessary.** Note that all readings listed are to be done in ADVANCE of the lecture or lab (i.e., complete the readings listed for any given week prior to that week’s lecture or lab).

NOTE-2: Weekly assignment reminders will be listed under the “lab” section each week.

WEEK 1 – SEPTEMBER 4 – INTRODUCTIONS AND OVERVIEW OF COURSE

SEPTEMBER 4 (LAB): NO READINGS FOR WEEK 1

ASSIGNMENTS:

- Thoroughly read the syllabus and be prepared to ask questions next week.
- Begin to think about what you want to do for your course project. (Your project idea document is due on Sept. 18.)
- Begin your weekly reflective journal.

WEEK 2 – SEPTEMBER 10 (LECTURE) AND SEPTEMBER 11 (LAB): WHAT IS QUALITATIVE RESEARCH? WHY DOES A RESEARCHER'S SUBJECTIVITY MATTER?

SEPTEMBER 10 (LECTURE; **LEAH WILL NOT BE IN CLASS SO JACQUIE WILL FACILITATE)**

READINGS:

Shulman, L.S. (1997). Disciplines of inquiry in education: A new overview. In R.M. Jaeger (Ed.), *Contemporary methods for research in education* (2nd ed.) (pp. 3-29). Washington, DC: American Educational Research Association.

Merriam, S.B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: John Wiley & Sons, Inc.

→ Chapter 1: What is qualitative research?

Saldaña, J., & Omasta, M. (2018). *Qualitative research: Analyzing life*. Thousand Oaks, CA: Sage.

→ Chapter 6: Analyzing qualitative methodologies

Peshkin, A. (1988). In search of subjectivity – one's own. *Educational Researcher*, 17(7), 17-21.

SEPTEMBER 11 (LAB): QUALITATIVE RESEARCH DESIGN AND RESEARCHER SUBJECTIVITY

READINGS:

Saldaña, J., & Omasta, M. (2018). *Qualitative research: Analyzing life*. Thousand Oaks, CA: Sage.

→ Chapter 7: Analyzing qualitative research design

Paris, D., & Winn, M.T. (2014). Preface AND Kinloch, V., & San Pedro, T. (2014). The space between listening and storying: Foundations for projects in humanization. In *Humanizing research: Decolonizing qualitative inquiry with youth and communities* (pp. xiii-xx; 21-42). Thousand Oaks, CA: Sage.

ASSIGNMENTS:

- Write your weekly reflective journal entry (due no later than next Wed. at 5:00 p.m.).
- Write your project idea document (due no later than Sept. 18th at 5:00 p.m.)

WEEK 3 – SEPTEMBER 17 (LECTURE) AND SEPTEMBER 18 (LAB): PHILOSOPHICAL ASSUMPTIONS, RESEARCH DESIGN CONTINUED, AND ETHICS**SEPTEMBER 17 (LECTURE)****READINGS:**

Creswell, J.W., & Poth, C.N. (2018). Philosophical assumptions and interpretive frameworks. In *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.) (pp. 15-40). Thousand Oaks, CA: Sage.

Merriam, S.B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: John Wiley & Sons, Inc.

→ Chapter 4: Designing your study and selecting your sample

Hesse-Biber, S.N. (2017). *The practice of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

→ Chapter 3: Designing qualitative approaches to research

→ Chapter 4: The ethics of social research

SEPTEMBER 18 (LAB): INSTITUTIONAL REVIEW BOARD (E.G., PEERRS, APPLICATION); CONDUCTING OBSERVATIONS (IF TIME)**NOTE: PROJECT IDEAS DUE****GUEST SPEAKER: ADAM MRDJENOVICH FROM THE U-M HSBS INSTITUTIONAL REVIEW BOARD****READINGS:**

The IRB Process: A Guide for Student Researchers

ASSIGNMENTS:

- Write your weekly reflective journal entry (due no later than next Wed. at 5:00 p.m.).
- Begin drafting your conceptual and methodological sketch (due no later than Oct. 12th at 5:00 p.m.)
- Start to schedule your data collection outings.

WEEK 4 – SEPTEMBER 24 (LECTURE) AND SEPTEMBER 25 (LAB): CONCEPTUAL AND THEORETICAL FRAMEWORKS AND METHODS**SEPTEMBER 24 (LECTURE)****READINGS:**

Maxwell, J.A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). Los Angeles, CA: Sage.

→ Chapter 3: Conceptual framework: What do you think is going on?

→ Chapter 5: Methods: What will you actually do?

Creswell, J.W., & Poth, C.N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage.

→ Chapter 7: Data collection

Imenda, S. (2014). Is there a conceptual difference between theoretical and conceptual frameworks? *Journal of Social Science*, 38(2), 185-195.

SEPTEMBER 25 (LAB): CONDUCTING OBSERVATIONS AND WRITING FIELD NOTES**READINGS:**

Saldaña, J., & Omasta, M. (2018). *Qualitative research: Analyzing life*. Thousand Oaks, CA: Sage.

→ Chapter 2: Analyzing field sites

Agbenyega, E.T-B. (2013). It matters where you sit: Reflecting on the role of positionality in qualitative research. In E. Horvat, M.L. Heron, E.T-B Agbenyega, & B.W. Bergey, *The beginner's guide to doing qualitative research: How to get into the field, collect data, and write up your project* (pp. 81-101). New York, NY: Teachers College Press.

Emerson, R.M., Fretz, R.I., & Shaw, L.L. (1995). Writing up fieldnotes I: From field to desk. In *Writing ethnographic fieldnotes* (pp. 39-65). Chicago, IL: University of Chicago Press.

ASSIGNMENTS:

- Write your weekly reflective journal entry (due no later than next Wed. at 5:00 p.m.).
- Continue drafting your conceptual and methodological sketch (due no later than Oct. 12th at 5:00 p.m.)
- Continue to schedule your data collection outings, and begin to collect data.

WEEK 5 – OCTOBER 1 (LECTURE) AND OCTOBER 2 (LAB): QUALITATIVE INTERVIEWING AND OTHER METHODS**OCTOBER 1 (LECTURE)****READINGS:**

Hesse-Biber, S.N. (2017). *The practice of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

→ Chapter 5: In-depth interviewing

→ Chapter 6: Focus group research

McCarty, T.L., Wyman, L.T., & Nicholas, S.E. (2014). Activist ethnography with indigenous youth: Lessons from humanizing research on language and education. In *Humanizing research: Decolonizing qualitative inquiry with youth and communities* (pp. 81-104). Thousand Oaks, CA: Sage.

OCTOBER 2 (LAB): OTHER METHODS RESEARCHERS USE; WRITING QUALITATIVE MEMOS**READINGS:**

Saldaña, J., & Omasta, M. (2018). *Qualitative research: Analyzing life*. Thousand Oaks, CA: Sage.

→ Chapter 3: Analyzing documents, artifacts, and visual materials

→ Chapter 4: Analyzing interviews: Preparing, conducting, and transcribing

Groenewald, T. (2010, March 14). *Memos and memoing*. [blog post]. Retrieved from http://www.psychsoma.co.za/qualitative_inquiry_growt/2010/03/memos-and-memoing.html

Roulston, K. (2017, April 14). *Memo writing as a way of being a researcher*. [blog post]. Retrieved from <https://qualpage.com/2017/04/14/memo-writing-as-a-way-of-being-a-researcher/>

ASSIGNMENTS:

- Write your weekly reflective journal entry (due no later than next Wed. at 5:00 p.m.).

- Continue drafting your conceptual and methodological sketch (due no later than Oct. 12th at 5:00 p.m.)
- Continue to collect data. Your 1st memo is due on Oct. 23rd, your 2nd memo is due on Oct. 30th, and your 3rd memo is due on Nov. 6th.

**WEEK 6 – OCTOBER 8 (LECTURE) AND OCTOBER 9 (LAB): RELIABILITY, VALIDITY, ETC.,
COMMON PROBLEMS IN FIELDWORK, AND MANAGING DATA**

OCTOBER 8 (LECTURE)

READINGS:

Maxwell, J.A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). Los Angeles, CA: Sage.

→ Chapter 6: Validity: How might you be wrong?

Merriam, S.B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: John Wiley & Sons, Inc.

→ Chapter 9: Dealing with validity, reliability, and ethics

Creswell, J.W., & Poth, C.N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage.

→ Chapter 10: Standards of validation and evaluation

Cho, J., & Trent, A. (2006). Validity in qualitative research revisited. *Qualitative Research*, 6(3), 319-340.

OCTOBER 9 (LAB): MANAGING DATA; COMMON PROBLEMS IN FIELDWORK; ETHICAL ISSUES IN QUALITATIVE RESEARCH

READINGS:

Lareau, A. (1996). Common problems in field work: A personal essay. In A. Lareau & J. Shultz (Eds.), *Journeys through ethnography: Realistic accounts of fieldwork* (pp. 195-236). Boulder, CO: Westview Press.

Fritz, K. (2008). *Managing your qualitative data: 5 easy steps* [PowerPoint slides].

ASSIGNMENTS:

- Finalize your conceptual and methodological sketch. **Due no later than this Fri., Oct. 12th, at 5:00 p.m.**
- Continue to collect data. Your 1st memo is due on Oct. 23rd, your 2nd memo is due on Oct. 30th, and your 3rd memo is due on Nov. 6th.

WEEK 7 – OCTOBER 15 AND 16: NO CLASS – FALL STUDY BREAK

ASSIGNMENTS:

- Read for Oct. 22.
- Work on your memos (1st memo is due on Oct. 23rd, 2nd memo is due on Oct. 30th, and 3rd memo is due on Nov. 6th).
- Start wrapping up data collection (or at least the data collection you are doing for this course) if you haven't already.

WEEK 8 – OCTOBER 22 (LECTURE) AND OCTOBER 23 (LAB): DATA ANALYSIS – PART 1**OCTOBER 22 (LECTURE)****READINGS:**

Saldaña, J., & Omasta, M. (2018). *Qualitative research: Analyzing life*. Thousand Oaks, CA: Sage.

→ Chapter 9: Analytic synthesis: Condensing, patterning, and unifying

Creswell, J.W., & Poth, C.N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage.

→ Chapter 8: Data analysis and representation

OCTOBER 23 (LAB): DATA ANALYSIS PRACTICE**NOTE: FIRST MEMO IS DUE****READINGS:**

Saldaña, J. (2016). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage.

→ Chapter 1: An introduction to codes and coding.

→ Chapter 2: Writing analytic memos about narrative and visual data

ASSIGNMENTS:

- Continue to collect data. Your 2nd memo is due next week (Oct. 30th), and your 3rd memo is due on Nov. 6th.
- Begin to draft your SnapShot of Analysis paper (due Nov. 20th by 5:00 p.m.).

WEEK 9 – OCTOBER 29 (LECTURE) AND OCTOBER 30 (LAB): DATA ANALYSIS – PART 2;**RETURN TO SUBJECTIVITY****OCTOBER 29 (LECTURE)****READINGS:**

Saldaña, J. (2016). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage.

→ Chapter 3: First cycle coding methods

→ Chapter 4: After first cycle coding

OCTOBER 30 (LAB): QUALITATIVE CODING SOFTWARE; DATA ANALYSIS PRACTICE**NOTE: SECOND MEMO IS DUE****READINGS:**

Hesse-Biber, S.N. (2017). *The practice of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

→ Chapter 11: Analysis and interpretation of qualitative data

ASSIGNMENTS:

- Continue to collect data. Your 3rd and last memo is due next week (Nov. 6th).
- Continue to draft your SnapShot of Analysis paper (due Nov. 20th by 5:00 p.m.).

WEEK 10 – NOVEMBER 5 (LECTURE) AND NOVEMBER 6 (LAB): DATA ANALYSIS – PART 3**NOVEMBER 5 (LECTURE)****READINGS:**

Saldaña, J. (2016). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage.

→ Chapter 5: Second cycle coding methods

→ Chapter 6: After second cycle coding

- Auerbach, C.F., & Silverstein, L.B. (2003). Convincing other people: The issues formerly known as reliability, validity, and generalizability. In *Qualitative data: An introduction to coding and analysis* (pp. 77-90). New York, NY: New York University Press.
- Carlson, J.A. (2010). Avoiding traps in member checking. *The Qualitative Report*, 15(5), 1102-1113.

NOVEMBER 6 (LAB): DATA ANALYSIS PRACTICE**NOTE: THIRD (AND FINAL) MEMO IS DUE****GUEST SPEAKERS (PANEL PRESENTATION): ELIZABETH TACKE, KIMBERLY RANSOM, CHARLES WILKES, AND GORDON PALMER****READINGS:**

Miles, M.B., Huberman, A.M., & Saldaña, J., (2014). Designing matrix and network displays and Drawing and verifying conclusions. In *Qualitative data analysis: A methods sourcebook* (pp. 107-120; pp. 275-322). Los Angeles, CA: Sage.

ASSIGNMENTS:

- Write your weekly reflective journal entry (due no later than next Wed. at 5:00 p.m.).
- Continue to draft your SnapShot of Analysis paper (due Nov. 20th by 5:00 p.m.)

WEEK 11 – NOVEMBER 12 (LECTURE) AND NOVEMBER 13 (LAB): QUALITATIVE WRITING AND COMMUNICATION**NOVEMBER 12 (LECTURE)****READINGS:**

Saldaña, J., & Omasta, M. (2018). *Qualitative research: Analyzing life*. Thousand Oaks, CA: Sage.

→ Chapter 11: Analytic write-ups

Creswell, J.W., & Poth, C.N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage.

→ Chapter 9: Writing a qualitative study

NOVEMBER 13 (LAB): OVERVIEW OF REQUESTS FOR PROPOSALS (WRITING A PROPOSAL FOR FUNDING); INDIVIDUAL/GROUP WORK TIME**READINGS:**

Hesse-Biber, S.N. (2017). *The practice of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

→ Chapter 12: Writing and representation of qualitative research projects

ASSIGNMENTS:

- Write your weekly reflective journal entry (due no later than next Wed. at 5:00 p.m.).
- Continue to analyze your data, and continue to iterate on your work (e.g., the two diagrams, your research question[s] if applicable, etc.)
- Begin to draft your final course project (due Dec. 12th by 11:59 p.m.).

WEEK 12 – NOVEMBER 19 (LECTURE) AND NOVEMBER 20 (LAB): QUALITATIVE WRITING AND COMMUNICATION, CONTINUED**NOVEMBER 19 (LECTURE)****READINGS:**

Saldaña, J., & Omasta, M. (2018). *Qualitative research: Analyzing life*. Thousand Oaks, CA: Sage.

→ Chapter 12: Analytic presentations

Miles, M.B., Huberman, A.M., & Saldaña, J., (2014). Writing about qualitative research. In *Qualitative data analysis: A methods sourcebook* (pp. 323-338). Los Angeles, CA: Sage.

NOVEMBER 20 (LAB): PUBLIC COMMUNICATION OF QUALITATIVE RESEARCH; INDIVIDUAL/GROUP WORK TIME**NOTE: SNAPSHOT OF ANALYSIS PAPER DUE****READINGS:**

Wolcott, H.F. (2001). Getting going; Keeping going; and Linking up. In *Writing up qualitative research* (2nd ed.) (pp. 12-106). Newbury Park, CA: Sage.

ASSIGNMENTS:

- Write your weekly reflective journal entry (due no later than next Wed. at 5:00 p.m.).
- Continue to analyze your data, and continue to iterate on your work (e.g., the two diagrams, your research question[s] if applicable, etc.).
- Continue to draft your final course project (due Dec. 12th by 11:59 p.m.).

WEEK 13 – NOVEMBER 26 (LECTURE) AND NOVEMBER 27 (LAB): MORE ON SUBJECTIVITIES, POSITIONALITIES, REFLEXIVITY, AND ETHICS**NOVEMBER 26 (LECTURE)****READINGS:**

Augustine, S.M. (2014). Living in a post-coding world: Analysis as assemblage. *Qualitative Inquiry*, 20(6), 747-753.

Carrillo, R. (2014). Reports of illegal activities by research participants: Meaning-making through reflexivity, dis-order, and Mexican American studies. In R.N. Brown, R. Carducci, & C.R. Kuby (Eds.), *Disrupting qualitative inquiry: Possibilities and tensions in educational research* (pp. 53-70). New York, NY: Peter Lang Publishing, Inc.

NOVEMBER 27 (LAB): INDIVIDUAL/GROUP WORK TIME; PRACTICE AS NEEDED**READINGS:**

Tuck, E., & Yang, K.W. (2014). R-words: Refusing research. In D. Paris & M.T. Winn (Eds.), *Humanizing research: Decolonizing qualitative inquiry with youth and communities* (pp. 223-247). Thousand Oaks, CA: Sage.

ASSIGNMENTS:

- Write your weekly reflective journal entry (due no later than next Wed. at 5:00 p.m.).
- Continue to draft your final course project (due Dec. 12th by 11:59 p.m.).

WEEK 14 – DECEMBER 3 (LECTURE) AND DECEMBER 4 (LAB): TBD (WHAT MORE DO WE WANT TO LEARN ABOUT?)**DECEMBER 3 (LECTURE)****READINGS:**

Barclay-McLaughlin, G., & Hatch, A.J. (2005). Studying across race: A conversation about the place of difference in qualitative research. *Contemporary Issues in Early Childhood*, 6(3), 216-232.

Erickson, F. (1986). Qualitative methods in research on teaching. In M.C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed.) (pp. 119-161). New York, NY: MacMillan Press.

DECEMBER 4 (LAB): INDIVIDUAL/GROUP WORK TIME; PRACTICE AS NEEDED**READINGS:**

No readings

ASSIGNMENTS:

- Start to finalize your **final course project (due Dec. 12th by 11:59 p.m.)**.
- Create your project presentation (given in class next week)

WEEK 15 – DECEMBER 10 (LECTURE) AND DECEMBER 11 (LAB) – PROJECT PRESENTATIONS