Qualitative Research II: TED 6323/EDRS 6316
Spring 2018

Dr. Christina Convertino
cconvertino@utep.edu
EDUC 810
Office Hours: Mondays 4:00-5:30 PM

TED 6323 [CRN 28728]/EDRS 6316 [28539]
3 credit hours
Mondays 5:30-8:20 PM
EDUC 411

COURSE DESCRIPTION
This is the second course in a two-course sequence of doctoral level qualitative research methods. The primary objective of this course is for students to develop an essential foundation in conducting qualitative research. To do this, students will progress through an iterative cycle of data collection, analysis, and literature review to produce a preliminary example of an individual research paper for submission to the American Educational Research Association annual meeting. Student research will be based on the approved UTEP IRB basic qualitative pilot proposal (completed in the first course in this sequence, TED 6322/EDRS 6315). In this course, theoretical and methodological readings, and related assignments inform the experiential processes of learning what it means to make, manage, analyze, and write-up qualitative data. In so doing, the course will further expose students to the multiple philosophical assumptions and research paradigms that reflect the historical developments and debates attributed to qualitative research. During the entire process, students will reflect on their development as a qualitative researcher, paying particular attention to researcher positionality and ethics.

COURSE OVERVIEW

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>DUE</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to course and topics</td>
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<td>1/22</td>
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<td>2</td>
<td>Locating Qualitative Research</td>
<td>Erikson (BB)</td>
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<td>1/29</td>
<td></td>
<td>Lincoln, Lynham, &amp; Guba (BB)</td>
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<td>Atkinson (BB)</td>
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<td>Pascale (BB)</td>
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<td></td>
<td>WRA-1 due to BB @ 7 am 1/29</td>
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<td>Memo-1 due to BB @ 5PM on 1/29</td>
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<td>3</td>
<td>On Doing Qualitative Research</td>
<td>Ch 2-Merriam &amp; Tisdell (CT)</td>
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<td>2/05</td>
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<td>Appendices B-F-Creswell (CT)</td>
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<td>Ch 3-Delamont (CT)</td>
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<td>Villenas (BB)</td>
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<td>WRA-2 due to BB @ 7 am on 2/05</td>
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<td>Memo-2 due to BB @ 5 PM on 2/05</td>
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<td>Week</td>
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<td>Module Title</td>
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<td>4</td>
<td>2/12</td>
<td>Entering the Field</td>
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<tr>
<td>5</td>
<td>2/19</td>
<td>Making, Recording, and Managing Data</td>
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<td>6</td>
<td>2/26</td>
<td>Analyzing Qualitative Data: An Overview</td>
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<td>7</td>
<td>3/05</td>
<td>Coding and Analytic Memos</td>
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<td>8</td>
<td>3/19</td>
<td>Working with Data</td>
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<td>9</td>
<td>3/26</td>
<td>Code Mapping</td>
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<td>10</td>
<td>4/02</td>
<td>Ethics Revisited</td>
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<tr>
<td>11</td>
<td>4/09</td>
<td>Putting it Together</td>
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<tr>
<td>12</td>
<td>4/16</td>
<td>Writing Up Qualitative Research</td>
</tr>
</tbody>
</table>
Individual Meetings

Memo-13: Revised Draft of Research Paper based on Peer Review due to BB @ 9 AM on 4/23

On Telling

Final Presentations

PPT due to BB @ 5 PM on 4/30

Final

Final Revised Research Paper with revision table due to BB @ 4 PM on 5/07

PREREQUISITE: TED 6322 (Approved UTEP IRB for basic qualitative pilot study, including approved district IRB where applicable)

COURSE IN RELATION TO PH.D. PROGRAM

This course shares the vision and mission of the College of Education because it promotes a culture of inquiry. It will provide opportunities for PhD students to develop as researchers. Students will learn the role of qualitative research to expand the existing knowledge base in their field of study. The course will provide students with an essential theoretical, conceptual, and methodological foundation in qualitative research. Students will also reflect on how the pilot study might inform future development and design of research for the dissertation.

REQUIRED COURSE MATERIALS

REQUIRED TEXTS:


REQUIRED COURSE READINGS (available on BB)


One fundamental principle guiding this course is the idea that qualitative research is much more than a set of data collection methods. This course is designed to deepen your understanding and appreciation of qualitative research and to provide a structured forum to begin to develop solid qualitative research skills. To do this, the course requires you to understand and reflect on the epistemological, ontological, philosophical and ethical dimensions of conducting qualitative research. The assignments for this course represent the cumulative and reiterative steps involved in conducting qualitative research to help you create and execute aspects of a small-scale (pilot) research project based on an UTEP IRB approved research proposal (see course calendar for last date to submit a copy
of IRB approval to professor). In total, course assignments will help you to learn and to pilot the basic steps involved in conducting qualitative research: however, the research conducted in this course is not equivalent to or adequate to constitute the design and implementation of a qualitative research study for the purposes of the dissertation.

This course requires you to conduct fieldwork. Prior to the start of your fieldwork you must have UTEP IRB approval for your basic, pilot qualitative study (designed during the first course in this sequence: TED 6322/EDRS 6315), this includes additional district or related IRB approval as applicable. This is a mandatory requirement for this course (see course schedule for last date to submit a copy of IRB approval(s) to professor).

Due to the time intensive and developmental nature of conducting qualitative research, it is imperative that you make the necessary arrangements in your schedule to complete the cumulative steps in this course by the specified due dates (see course schedule for specific due dates). It is your responsibility to identify your setting and participants and to schedule all data collection to meet completion of course assignments (see course calendar for specific due dates). It is strongly recommended that you allow extra time in case of unanticipated setbacks, which are not uncommon when conducting qualitative research, i.e. a participant gets sick and needs to reschedule interview and so on.

Due to the cumulative and hands-on nature of this course, late assignments will not be accepted. Failure to meet deadlines will have a negative impact on individual and group learning and may prevent you from advancing in the course to successful completion.

All assignments should be uploaded to BB, a link to upload each assignment can be found in the weekly folder that corresponds with the week that the assignment is scheduled to be due, unless otherwise noted or modified, in which case, students will be provided with alternate instructions for submission in advance. File name must include, last name, specific assignment, and date.

**EVALUATION AND ASSIGNMENTS**

“A” means work that clearly exceeds expectations. Written work falling into this category will demonstrate clarity of purpose, organization, and will communicate its points clearly and effectively. It will also demonstrate engagement with, insights into, and original interpretation of course material.

“B” means work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some aspects of “A” work, particularly written work that demonstrates less robust data collection, “forced” analysis and/or less significant insight into the material, frequent grammatical errors, and/or organizational inconsistencies.

“C” means work that omits one or more aspects of an assignment, does not attend to specific assignment guidelines/requirements, demonstrates thin data collection, superficial analysis and/or includes poorly constructed, unsupported, or inconsistent arguments characterize the work. Work with multiple spelling, grammatical and editing errors also falls into this category.

**Below a C is failing a graduate course or a graduate assignment.**

**Summary of course grade components:**
**WEEKLY READING ASSIGNMENT (WRA)**

The weekly reading assignments support several learning objectives, including but not limited to:
- Exposure to and reflection on foundational histories, theories, concepts, issues, processes related to qualitative research;
- Connecting theory to practice;
- Development of analytical skills to identify and differentiate between thesis, evidence, and illustration;
- Improvement of writing skills to compose succinct and concise presentation of analysis free of formatting and/or grammatical errors.

For each required reading in a given week, you will write a (WRA). Each WRA will use the WRA template (found on BB) and must address the following **seven** components:
- Reading in APA reference format (including hanging indent)
- Topic (20 words)
- Author’s Thesis (40 words)
- Three examples of evidence (20 words each)
- Example to illustrate the thesis (20 words)

To be accepted for evaluation, the WRA must be:
- Written clearly, free from formatting errors and grammatical errors, i.e., capitalization, etc.;
- Written in your own words and contain NO quotes or citations from the reading;
- Submitted to BB as an attached word file. All attachments must contain your last name in the file title with the assignment and date, i.e., convertino_wra3_2.12.docx;
- Submitted to BB according to date and time specified on course schedule.

**NO LATE OR MAKEUP ASSIGNMENTS WILL BE ACCEPTED.**

I will use the following rubric to evaluate each WRA:

<table>
<thead>
<tr>
<th>90-100 pts.</th>
<th>80-89 pts.</th>
<th>79-70 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>All 7 components are adequately and correctly addressed for each reading. (Content, Analysis)</td>
<td>All 7 components are mostly addressed for each reading. (Content, Analysis)</td>
<td>Approximately 75% of all 7 components are addressed for each reading. (Content, Analysis)</td>
</tr>
<tr>
<td>WRA shows careful and thoughtful consideration of each reading. (Content, Analysis, Writing)</td>
<td>WRA shows mostly careful and thoughtful consideration of each reading. (Content, Analysis, Writing)</td>
<td>WRA shows somewhat careful and thoughtful consideration of each reading. (Content, Analysis, Writing)</td>
</tr>
<tr>
<td>WRA is clearly written, without grammatical errors, does not contain citations and is within the word limit. (Writing)</td>
<td>WRA is clearly written, without grammatical errors, does not contain citations and is within the word limit. (Writing)</td>
<td>Work contains grammatical or sentence structure errors that are disruptive. (Writing)</td>
</tr>
</tbody>
</table>

**MEMOS**

(30% of grade)
Memos help to guide a developmental approach to learning. Memos focus on multiple aspects, topics, and phases involved in the research process, including but not limited to: researcher reflexivity and positionality, the literature review, data collection and analysis, writing up the research, etc. As a consequence, memos are instrumental and essential for completion of the final research presentation and paper.

The specific topic and guidelines for each memo (there are a total of 13 memos) are to be found on BB. All memos will be uploaded to BB, consult course schedule for dates and times. In addition, you will bring copies of your memo to class (the exact number is TBD), unless otherwise indicated. **NO LATE ASSIGNMENTS WILL BE ACCEPTED. NO EXCEPTIONS.**

I will use the following rubric to evaluate memos:

<table>
<thead>
<tr>
<th>90-100 pts.</th>
<th>80-89 pts.</th>
<th>70-79 pts.</th>
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<tbody>
<tr>
<td>Memo is completed as per guidelines.</td>
<td>Memo is mostly completed as per guidelines.</td>
<td>Memo is partially completed as per guidelines.</td>
</tr>
<tr>
<td>Memo demonstrates thoughtful and reflective development of the research process.</td>
<td>Memo demonstrates mostly thoughtful and reflective development of the research process.</td>
<td>Memo demonstrates partially thoughtful and reflective development of the research process.</td>
</tr>
<tr>
<td>Memo demonstrates solid, foundational understanding and application of qualitative research.</td>
<td>Memo demonstrates mostly solid, foundational understanding and application of qualitative research.</td>
<td>Memo demonstrates incomplete foundational understanding and application of qualitative research.</td>
</tr>
<tr>
<td>Memo is free from all formatting and most grammatical errors and is concisely and well written.</td>
<td>Memo is free from all formatting and most grammatical errors and is concisely and well written.</td>
<td>Memo contains formatting and grammatical errors and/or is not concise or well written.</td>
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</tbody>
</table>

**INDIVIDUAL PAPER PRESENTATION** *(15% of grade)*

This assignment is a **10-minute** power point research presentation, which will take place at our mock 2018 AERA Annual Meeting individual paper session. Your presentation must include the following components:

- Title of study with your name and institution;
- Purpose of the study;
- Research questions;
- Methodology;
- Research setting and participants;
- Theoretical framework;
- Findings and analysis;
- Conclusion.

I will use the following rubric to evaluate this assignment:

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<th>90-100 pts.</th>
<th>80-89 pts.</th>
<th>79-70 pts.</th>
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<tbody>
<tr>
<td>Student is well prepared and able to talk about research in ways that are clear, concise, informative and engaging. Presentation includes all components as outlined in assignment guidelines.</td>
<td>Student is mostly prepared and able to talk about research in ways that are clear, concise, informative and engaging. Presentation includes all components as outlined in assignment guidelines.</td>
<td>Student is not well prepared and or is not able to talk about research in ways that are clear, concise, informative and engaging.</td>
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</tbody>
</table>
Findings presented represent contribution to the field of study.
Presentation demonstrates connection with the theme of the conference.
Presentation is exactly 10 minutes.
Information on slides is free of grammatical errors, accurate, and concise.
Student responds to questions appropriately.

Findings presented might represent contribution to the field; however, greater connection with the literature and/or more developed analysis is needed to confirm a contribution.
Presentation demonstrates partial connection with the theme of the conference.
Presentation is exactly 10 minutes.
Information on slides is mostly free of grammatical errors, accurate, and concise.
Student responds to questions appropriately.

Findings presented do not provide contribution to the field.
Presentation demonstrates limited or no connection with the theme of the conference.
Presentation is exactly 10 minutes.
Information on slides is partially free of grammatical errors, accurate, and concise.
Student responds to questions appropriately.

INDIVIDUAL PAPER SUBMISSION FOR AERA (25% of grade)

This assignment is the final individual research paper proposal (based on the 2018 AERA Annual Meeting Conference Submission Call). Completed memos contribute but do not comprise the final development of this paper.

The final research paper must:
- Follow AERA CFP guidelines for individual paper submissions (guidelines can be found on BB);
- Reflect revisions based on prior peer and professor feedback provided through memos, in-class discussions, and individual conversations/meeting with the professor;
- Include a table to demonstrate and explicate revisions based on peer and professor feedback;
- Be submitted to BB, see course schedule for due date and time.

NO LATE ASSIGNMENTS WILL BE ACCEPTED. NO EXCEPTIONS.

I will use the following rubric to evaluate this assignment:

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<th>90-100 pts.</th>
<th>80-89 pts.</th>
<th>79-70 pts.</th>
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</thead>
<tbody>
<tr>
<td>The paper is thoughtful, engaging, and clearly written.</td>
<td>The paper is mostly thoughtful, engaging, and clearly written.</td>
<td>The paper is partially thoughtful, engaging, and clearly written.</td>
</tr>
<tr>
<td>The paper addresses the theme of the conference.</td>
<td>The paper addresses the theme of the conference.</td>
<td>The paper partially addresses the theme of the conference.</td>
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<tr>
<td>The paper is written in the form of a complete narrative.</td>
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<td>The paper is written in the form of a complete narrative.</td>
</tr>
<tr>
<td>The paper adequately addresses the following six elements and represents a coherent and logical conceptual framework:</td>
<td>The paper mostly addresses the following six elements and represents a coherent and logical framework: 1. Objectives or purposes</td>
<td>The paper addresses 75% of the following six elements and partially represents a coherent and logical framework:</td>
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| 1.
Objectives or purposes |
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<td>The paper is thoughtful, engaging, and clearly written.</td>
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<td>The paper mostly addresses the following six elements and represents a coherent and logical framework: 1. Objectives or purposes</td>
</tr>
<tr>
<td>The paper addresses 75% of the following six elements and partially represents a coherent and logical framework:</td>
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</tbody>
</table>
1. Objectives or purposes
2. Perspective(s) or theoretical framework
3. Methods, techniques, or modes of inquiry
4. Data sources, evidence, objects, or materials
5. Results and/or substantiated conclusions or warrants for arguments/point of view.
6. Scientific or scholarly significance of the study or work.

The revised paper incorporates suggested revisions and includes a table as per assignment guidelines.

Work is edited and follows APA guidelines.

COURSE POLICIES

Preparation and Participation
It is expected that students will take advantage of this course to develop a deeper understanding of what it means to conduct qualitative research. To do this, students need to read, think, research, analyze, and write as a scholar. Students are expected to complete all the readings, interpret them, discuss them with peers, and use them to develop qualitative research skills. Students are expected to attend class and actively participate in discussions and activities. Students are also required to have and submit evidence of all IRB related approvals (see course calendar for deadline). Failure to obtain timely IRB approval (UTEP and district/school where required) will prevent advancement in the course—it is a mandatory course requirement that each student obtain IRB approval by specified deadline. If student is unable to meet this deadline, they must contact the professor in advance.

The class is a 3-credit doctoral course. **It is recommend that students plan to spend approximately 12-15 hours**, in addition to the three weekly contact hours on this course. However, this may vary from week to week, particularly during the weeks that involve fieldwork, transcription of interviews, analysis, and writing. As previously stated, students are responsible for attending class prepared to explore points and questions with colleagues. This class will be conducted in primarily a seminar style. The expression of diverse viewpoints as well as requests for clarification and elaboration should be cordial, respectful, and contribute in a positive and productive manner to the collective learning community. Requests for clarification and elaboration that are more individually focused are best addressed one-on-one with professor during office hours or by appointment. Discussion should be evenly distributed amongst all course members. The ability to listen closely and with an open-mind represent essential skills involved in conducting qualitative research. Students are expected to practice those skills in class discussions.

Attendance and punctuality
Unexcused absences exceeding 1 class meeting will result in a loss of 5 points to final grade. With 3 absences, the professor reserves the right to drop a student from the class. Please, notify the professor in the case of an emergency. Excused absences require authorized documentation (i.e.

<table>
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<th>1. Objectives or purposes</th>
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</tr>
</tbody>
</table>

The revised paper mostly incorporates suggested revisions and includes a table as per assignment guidelines.

Work is edited and follows APA guidelines.
Please inform the professor of professional travel that will result in an absence. It is also important that students arrive on time to class since late arrivals and early departures are disruptive. In the case of a late arrival due to unforeseen circumstances, contact a fellow class member and ask them to inform the professor. In the case of an absence or a late arrival, the student is responsible for consulting with a fellow class member or visiting the professor during office hours to obtain missed material, information, assignments, including group work.

Assignments
Late assignments will NOT be accepted in this course. The assignments in this class require a lot of planning and are cumulative. Students are expected to arrange their schedule to plan for required data collection and to complete the assignments based on established deadlines (see course calendar). Turn in all assignments through Blackboard. Use APA style in all written assignments.

IRB and confidentiality
It is an ethical necessity and course requirement to have IRB approval in order to complete the assignments for this course. See course schedule for the last date to submit evidence of all IRB related approvals. The privacy and identity of persons observed or interviewed should be protected in all written materials. Therefore, please use pseudonyms.

Email and Blackboard
UTEP email and BB are the primary modes of communication used between class meetings, please check both for messages, and/or updates on a regular basis. Students are responsible for any communication sent via UTEP email and/or BB.

Cell phones and other electronic devices
Students must limit the use of cell phones and electronic devices to course-related work and activities during class meetings. Use of cellphones is a major distraction for students and for the professor. It can also be perceived as a sign of disinterest, disengagement, and/or disrespect. In the case of extenuating circumstances that require a student to make a call during class, the student should step out of the room and return promptly when the call is completed.

Academic honesty
Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Classroom Accommodations
If a student has or believes they have a disability, they may wish to self-identify. The student can do so by providing documentation to the Office of disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of
Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If a student has a condition which may affect their ability to exit safely from the premises in an emergency or which may cause an emergency during class, the student is encouraged to discuss this in confidence with the professor and/or the director of Disabled Student Services. Students may call 747-5148 for general information about the Americans with Disabilities Act (ADA).