Qualitative Research II: TED 6323 Fall 2016

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Office: Education Bldg 810
Office hours: Tuesdays and Wednesdays 4:00-5:30 PM

TED 6323 [CRN 14314]
3 credit hours
Meets Wednesdays 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. This course will provide students with the skills, knowledge, and interpretive dispositions that are central to the practice of qualitative research. We will focus on the interpretive and critical epistemology of qualitative research by reading examples of qualitative studies and method texts. The students will engage in authentic research activities related to an individual UTEP IRB approved pilot research project proposed in the first course of this sequence (TED 6322). Research activities will include but not be limited to data collection strategies, analytical procedures and writing techniques. With the continued assistance of the instructor and their peers in classroom discussions and workshops, students will complete multiple assignments to prepare an academic paper proposal on their research following the criteria outlined in the most recent American Educational Research Association (AERA) call for submissions. During the entire process, students will reflect on their role as researcher, their positionality and how their own original research contributes to their field.

COURSE OVERVIEW

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to course and topics</td>
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<tr>
<td>2</td>
<td>Foundations of Qualitative Research:</td>
<td>Ch 1-Bogdan &amp; Biklen (BB)</td>
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<td></td>
<td>Epistemological and Ontological Principles</td>
<td>Ch 6-Lincoln, Lynham &amp; Guba (BB)</td>
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<td>Ch 36-Ellingson (BB)</td>
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<td>Article 1-Pascale (BB)</td>
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<td>Article 2-Cannella (BB)</td>
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<td>Document 1-UTEP IRB Document</td>
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<td>3</td>
<td>Qualitative Research as Interpretive Practice</td>
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<td>Ch 20-Holstein (BB)</td>
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<td></td>
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<td>Ch 1 and 10 Charmaz</td>
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<td>Ch 1-Geertz (BB)</td>
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<td>4</td>
<td>Entering the Field and Participant</td>
<td>Ch 7 and 11-Litchman</td>
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<td></td>
<td>Observations</td>
<td>Ch 1 and 2-Emerson, Fretz &amp; Shaw</td>
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<td>Ch 2-Charmaz</td>
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<td>5</td>
<td>Why Interview?</td>
<td>Ch 1 and 2-Seidman</td>
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<td>Ch 3-Charmaz</td>
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<td>Ch 2-Oakley (BB)</td>
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<td>6</td>
<td>Interviewing as Qualitative Research</td>
<td>Ch 4, 6 and 7 Seidman</td>
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<td>7</td>
<td>Writing Fieldnotes</td>
<td>Ch 3, 4 and 5-Emerson 2 sets of Field Notes Due</td>
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<td>8</td>
<td>Epistemology, Ontology and Philosophy in Action (Transcription Workshop meet in 310 A-E3L Lab)</td>
<td>Ch 8-Litchman Ch 28-Fine &amp; Wels (BB) Article 3-Mathison (BB) Article 4-Mishler (BB) Ch 8-Figueroa (BB) Bring 10 minutes of interview audio recording on USB, laptop and headphones</td>
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<tr>
<td>9</td>
<td>Field Work</td>
<td>Ch 8-Charmaz</td>
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<tr>
<td>10</td>
<td>Field Work</td>
<td>4 Transcribed Interviews and Copies of 2 Artifacts Due to Blackboard by 8:30 PM</td>
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<tr>
<td>11</td>
<td>Making Meaning from Data (Coding Workshop meet in 310 A-E3L Lab)</td>
<td>Ch 12-Litchman Ch 6-Emerson, Fretz &amp; Shaw Ch 5, 7 and 8-Charmaz Ch 8-Seidman</td>
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<tr>
<td>12</td>
<td>Putting it Together</td>
<td>Ch 11-Charmaz Ch 7-Emerson, Fretz &amp; Shaw Article 5-Godfrey &amp; Parker (BB) Article 6-Ek (BB) Data Analysis Report Due (Bring 7 copies to class)</td>
</tr>
<tr>
<td>13</td>
<td>The role of literature and theory</td>
<td>Article 7-Bartlett &amp; Brayboy (BB) Article 8-Convertino (BB) Article 9-Machado-Casas (BB) Findings Report Due (Bring 7 copies to class)</td>
</tr>
<tr>
<td>14</td>
<td>Field Work</td>
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<td>15</td>
<td>Individual Meetings</td>
<td>Individual Paper Due</td>
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<tr>
<td>16</td>
<td>Final Presentations</td>
<td>Revised Individual Paper and Table Due</td>
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**PREREQUISITE:** TED 6322

**COURSE IN RELATION TO PH.D. PROGRAM AND COLLEGE’S CONCEPTUAL THEME**

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 grow as researchers. Students will expand on
the existing knowledge base of their fields of study and look for ways to contribute significantly to the educational literature. The course will prepare students to conduct research using appropriate qualitative methodologies to study teaching and learning broadly conceived in diverse contexts.

**REQUIRED COURSE MATERIALS**

**REQUIRED TEXTS:**

**REQUIRED COURSE READINGS (available on BB)**
Pascale, C.M. (2016). Discourses of the North Atlantic: Epistemology and hegemony. *Qualitative
Inquiry 22(4), 219-227.

RECOMMENDED (Optional)

COURSE ASSIGNMENTS AND EVALUATION
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 iterative 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 instructor). In total, course assignments will prepare you to conduct a qualitative study for your dissertation but are not equivalent to or adequate to constitute a complete qualitative study for the purposes of the dissertation.

As part of our class discussions, activities and workshops, you will share specified data samples, analyses and other course assignments with your class members. For certain of these activities and workshops, you will need to bring: 1) multiple copies of your work to share with class members (please consult syllabus for dates), and 2) a list of questions or issues that emerged during your research process that you would like class members to discuss and think about with you.

This course requires you to conduct fieldwork. Prior to the start of your fieldwork you must have IRB approval, this is a mandatory requirement for this course (see course schedule for last date to submit a copy of IRB approval(s) to instructor). Be sure to 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 your individual learning experience and may prevent you from advancing in the course to successful completion.

GRADING & 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:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of Grade</th>
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<tbody>
<tr>
<td>WEEKLY READING ASSIGNMENT (WRA)</td>
<td>20</td>
</tr>
<tr>
<td>UTEP IRB APPROVED PROPOSAL PRESENT</td>
<td>10</td>
</tr>
<tr>
<td>DATA ANALYSIS REPORT</td>
<td>20</td>
</tr>
<tr>
<td>FINDINGS REPORT</td>
<td>20</td>
</tr>
<tr>
<td>INDIVIDUAL PAPER SUBMISSION FOR AERA</td>
<td>20</td>
</tr>
<tr>
<td>INDIVIDUAL PAPER PRESENTATION</td>
<td>10</td>
</tr>
</tbody>
</table>

**WEEKLY READING ASSIGNMENT (WRA) (20% of grade)**

To help you think about the readings and to facilitate our in-class discussions, you will write complete a weekly reading assignment (WRA) for each required reading in a given week. For each required reading you will:

- Summarize the main purpose/point of the reading in 50 words;
- Give three pieces of evidence that constitute the main purpose of the reading (60 words);
- Provide one example from the reading from article to illustrate the main purpose of the reading (20 words).

WRAs must be:

- Written clearly and without grammatical errors;
- Written in your own words and contain NO quotes or citations from the reading;
- Submitted to Blackboard as an attached word file. All attachments must contain your first and last name in the file title with the assignment and respective week. Five points will be automatically deducted from your overall grade on an assignment that is not submitted with your first and last name in the attachment title. For example, you file name might be: convertino_christina_wra_wk3.docx;
- Submitted to Blackboard the preceding Tuesday by 10 PM.

**NO LATE OR MAKEUP ASSIGNMENTS WILL BE ACCEPTED.**
I will use the following rubric to evaluate each WRA:

<table>
<thead>
<tr>
<th>90-100%</th>
<th>80-89%</th>
<th>79% or less</th>
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</thead>
<tbody>
<tr>
<td>All 3 components for all required readings are addressed.</td>
<td>All 3 components for all required readings are mostly addressed.</td>
<td>Approximately 75% of all 3 components for all required readings are addressed.</td>
</tr>
<tr>
<td>WRA shows careful and thoughtful consideration of each reading.</td>
<td>WRA shows careful and thoughtful consideration of each reading.</td>
<td>WRA shows somewhat careful and thoughtful consideration of each reading.</td>
</tr>
<tr>
<td>WRA is clearly written, without grammatical errors, does not contain citations and is within the word limit.</td>
<td>WRA is clearly written, without grammatical errors, does not contain citations and is within the word limit.</td>
<td>Work contains grammatical or sentence structure errors that are disruptive.</td>
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</table>

**UTEP IRB APPROVED RESEARCH PROPOSAL PRESENTATION** (10% of grade)

Students will present their research proposal to the class through a present it to the class through a PechaKucha style (http://www.pechakucha.org/) (20 slides for 20 seconds each). Presentations should include:

- Title of proposal
- Background/significance
- Methodology
- Data Collection Methods
- Sampling
- Recruitment
- Contribution to the field

<table>
<thead>
<tr>
<th>90-100%</th>
<th>80-89%</th>
<th>79% or less</th>
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<tbody>
<tr>
<td>Student presentation adheres to PechaKucha style.</td>
<td>Student presentation mostly adheres to PechaKucha style.</td>
<td>Student presentation somewhat adheres to PechaKucha style.</td>
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<tr>
<td>Student presentation contains all required elements.</td>
<td>Student presentation contains all required elements.</td>
<td>Student presentation contains 75% or more of the required elements.</td>
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**DATA ANALYSIS REPORT** (20% of grade)

For this assignment, you will write a data analysis report based on data analysis of 4 interviews; 2 participant observations and 2 artifacts that you collected and analyzed as part of this course (see course calendar for data collection due dates). Your data analysis report will include the following components:

- A description of 6 codes that emerged from analysis
- Two data samples to illustrate/reflect the 6 codes
- Two samples of memo-writing that emerged during analysis and are connected to the development of any of your 6 codes

Data analysis report must be:

- Submitted to Blackboard as an attached word file with your full name, the date and the
assignment as file title (see course calendar for due date).

**NO LATE ASSIGNMENTS WILL BE ACCEPTED. NO EXCEPTIONS.**

I will use the following rubric to evaluate this assignment:

<table>
<thead>
<tr>
<th>90-100%</th>
<th>80-89%</th>
<th>79% or less</th>
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<tbody>
<tr>
<td>The report is clearly written and demonstrates close and robust analysis of data. Student includes all required components. Work is edited and follows APA guidelines.</td>
<td>The report is clearly written and demonstrates close and robust analysis of data. Student includes most required components (80-89%). Work is edited and follows APA guidelines.</td>
<td>The report is mostly well written and demonstrates mostly close and robust analysis of data. Student includes most required components (70-79%). Work is edited and follows APA guidelines.</td>
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</tbody>
</table>

**FINDINGS REPORT**

This assignment will help you move from data collection and analysis to writing up the primary findings of your study. The findings report should:

- Use analytical themes as section headings;
- Present and explain themes;
- Include excerpts from data as evidence to substantiate themes;
- Discuss theoretical relevance of themes;
- Describe contributions of findings;
- Identify limitations of the study;
- Indicate implications for future research.

Findings report must be:

- Submitted to Blackboard as an attached word file with your full name, the date and the assignment name as file title (see course calendar for due date).

**NO LATE ASSIGNMENTS WILL BE ACCEPTED. NO EXCEPTIONS.**

I will use the following rubric to evaluate this assignment:

<table>
<thead>
<tr>
<th>90-100%</th>
<th>80-89%</th>
<th>79% or less</th>
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<tbody>
<tr>
<td>The report represents primary findings based on thoughtful and robust qualitative research. The report is organized following guidelines and clearly written. The report includes all components outlined in guidelines. Trustworthiness of claims is based on evidence and discussion of findings. Findings demonstrate contribution to the</td>
<td>The report represents primary findings based on thoughtful and robust qualitative research. The report is organized following guidelines and clearly written. The report includes almost all components outlined in guidelines (80-89%). Trustworthiness of claims is based on evidence and discussion of findings.</td>
<td>The report represents some findings based on thin qualitative research. The report is organized following guidelines but not clearly written. The report includes (70-75%) of the components outlined in guidelines. Claims are not fully trustworthy due to insufficient and or inappropriate evidence and discussion of findings. Findings demonstrate partial and or</td>
</tr>
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</table>
field with stated limitations and implications for future research. Work is edited and follows APA guidelines.

Findings demonstrate contribution to the field with stated limitations and implications for future research. Work is edited and follows APA guidelines.

minimal contribution to the field with stated limitations and implications for future research. Work is edited and follows APA guidelines.

**INDIVIDUAL PAPER SUBMISSION FOR AERA**

(20% of grade)

For this assignment you will prepare a mock individual paper proposal based on the 2017 AERA Annual Meeting Conference Submission Call. Your paper proposal must:

- Follow AERA CFP guidelines for individual paper submissions (guidelines can be found in Blackboard under content folder, “Individual Paper Assignment”).

Following submission of individual papers, we will conduct an in-class blinded peer review of individual submissions. Final grade will be combined grade based on:

1) Original submission of individual paper
2) Revised submission

Revised submission must include a table to identify reviewers’ suggestions and authors’ response/revisions as well as the revised paper.

The individual paper submission and the revised individual paper with table must be:

- Submitted to Blackboard as an attached word file with your full name, the date and the assignment name as file title (see course calendar for due date).

**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%</th>
<th>80-89%</th>
<th>79% or less</th>
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<tbody>
<tr>
<td>The paper is thoughtful, engaging, and clearly written.</td>
<td>The paper is thoughtful, engaging, and clearly written.</td>
<td>The paper is thoughtful, engaging, and clearly written.</td>
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<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>
<td>The paper is written in the form of a complete narrative.</td>
<td>The paper is written in the form of a complete narrative.</td>
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<tr>
<td>The paper addresses the following six elements: 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</td>
<td>The paper addresses most of the following six elements: 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</td>
<td>The paper addresses half of the following six elements: 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</td>
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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.

INDIVIDUAL PAPER PRESENTATION
(10% of grade)
For this assignment you will present a synopsis of your individual paper at our mock 2017 AERA Annual Meeting Conference. Your presentation should 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.
You will have exactly 10 minutes to present your paper.

I will use the following rubric to evaluate this assignment:

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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. Findings presented provide new understanding of research topic and contribute to the theme of the conference. Presentation is exactly 10 minutes. Student responds to questions appropriately.</td>
<td>Student is well prepared and able to talk about research in ways that are clear, concise, informative and engaging. Presentation includes most of components as outlined in assignment guidelines. Findings presented provide new understanding of research topic and contribute to the theme of the conference. Presentation is exactly 10 minutes. Student responds to questions appropriately.</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. Presentation includes half of components as outlined in assignment guidelines. Findings presented provide new understanding of research topic and contribute to the theme of the conference. Presentation is exactly 10 minutes. Student responds to questions appropriately.</td>
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COURSE POLICIES, NORMS, & EXPECTATIONS
Preparation and Participation
Take advantage of this course to get a deeper understanding of what it means to conduct qualitative research. Read, think, research, analyze and write as a scholar! Students are expected to complete all the readings, interpret them, discuss them with your peers, and use them to develop qualitative research skills. You are expected to attend class and actively participate in discussions and activities.
You are also required to have and submit evidence of all IRB related approvals (UTEP and district/school where required) by the third week of the course (see course calendar). Failure to obtain timely IRB approval (UTEP and district/school where required) will prevent you from advancing in the course—it is a mandatory course requirement that you obtain IRB approval by specified deadline. If you are unable to meet this deadline, you must contact the instructor in advance.

The class is a 3-credit course. I recommend that students plan to spend between approximately 12-15 hours, in addition to the three weekly contact hours. However, this may vary from week to week. I would like you to take ownership of your own learning. This means that you are responsible for attending class prepared to explore points and questions with colleagues. Students will benefit from revisiting texts after group discussions. This class will be conducted in primarily a seminar style. The expression of diverse viewpoints as well as requests for clarification and elaboration among classmates should be cordial and respectful. Discussion should be evenly distributed amongst all course members. The ability to listen closely and with an open-mind so that you can learn from and reflect on the experiences and perspectives of your classmates represent essential skills involved in conducting qualitative research—make sure to practice those skills in class discussions!

**Attendance and punctuality**
Unexcused absences exceeding 1 class meeting will result in a loss of 10 points to final grade. With 3 absences, the professor reserves the right to drop a student from the class. Please, notify me if you have an emergency. Excused absences require authorized documentation (i.e. doctor’s note). Students who are late to class or leave early will be counted as absent for that class, unless some prior arrangement is made with the instructor based on an outstanding circumstance. Arrange your schedules, transportation, and meetings so you are prepared to arrive on time and engage in class fully.

**Assignments**
Late assignments will NOT be accepted in this course. The assignments in this class require a lot of planning and are cumulative. Please arrange your 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 your written assignments.

**IRB and confidentiality**
As we will collect and report data for presentations and manuscripts, it is an ethical necessity to obtain IRB approval in order to complete the assignments for this course. As previously stated, you must submit evidence of all IRB related approvals (UTEP and district/school where required) by the third week of the course (see course calendar). The privacy and identity of persons observed or interviewed should be protected in all written materials. Therefore, please use pseudonyms.

**Email and Blackboard**
Please check your email and Backboard at least once a week. These are my primary means for providing updates to the class. E-mail is one of the most reliable ways to contact me.

**Cell phones and other electronic devices**
Please turn off all cell phones and electronic devices during class.
**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 you have or believe you have a disability, you may wish to self-identify. You 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 you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).