College of
EDUCATION & HUMAN DEVELOPMENT   GEORGE MASON UNIVERSITY

SOCIAL JUSTICE

RESEARCH-BASED PRACTICE

CORE VALUES

INNOVATION

ETHICAL LEADERSHIP

COLLABORATION

Promoting Learning & Development Across the Lifespan

George Mason University
College of Education and Human Development
PhD Program

EDRS 812 Section 001
QUALITATIVE METHODS IN EDUCATIONAL RESEARCH
3 credits Fall 2018
Meeting Day/time: Mondays 4:30 pm-7:10pm
Class Location: Innovation 333 Fairfax Campus

Professor: Anastasia P. Samaras, Ph.D.
Office hours: email or call 703-489-1663 for apt.
Office: Thompson 1403
Email: asamaras@gmu.edu
University Faculty Page: http://cehd.gmu.edu/people/faculty/asamaras/
Personal Web page: http://mason.gmu.edu/~asamaras

Course Description
Teaches how to apply qualitative data collection and analysis procedures in educational research, including ethnographic and other field-based methods, and unobtrusive measures. Emphasis varies depending on student interest and needs. Offered by the Graduate School of Education. May not be repeated for credit.

Prerequisites. Satisfactory completion of EDUC 810 or equivalent coursework or experience. Requires minimum grade of B-. Enrollment limited to students in the PHD Education or PHD Music Education programs. Enrollment is limited to Graduate level students.

Course Overview
EDRS 812 is an introductory course to the field and practice of qualitative inquiry. Qualitative research is a research paradigm encompassing a large variety of methodologies and methods which researchers use to explore everyday social life as it occurs in its natural environment. The major course requirement is a 'mini' research study with a supportive and safe space to learn and especially from productive mistakes. The course entails: (a) conceptualizing and designing qualitative research, (b) practicing and enacting interviewing and observation techniques, (c) analyzing qualitative data, and (d) reporting results. The major purpose of this course is for you to learn and practice qualitative research from conceptualizing your inquiry to data collection and analysis and then apply a reflective turn to what you learned about your research question and the qualitative research experience. Throughout the course, you are completing a step with the

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instructor's formative assessment that you insert into your final required paper with the instructor's summative assessment. The course requires your active and collaborative class participation with a consistent commitment and with timely submission of each assignment.

Course Delivery Method
This course utilizes a weekly seminar format that is collaborative, interactive, and dialogic, i.e., sociocultural and designed within my pedagogical design and application of Neo-Vygotskian tenets of interactive learning. Seminars will include professor and student-led discussions, and student presentations that will take place during class meetings. Each class session is designed to encourage dialogue with peers about your developing understanding of qualitative theory and practice; less about the quantity of your talk, and more about your sharing of your ongoing, honest, deep and critical analysis of your meaning making with peers and your ability to listen to other's thinking in a respectful and non-judgmental manner, and with an appreciation of the opportunity to learn about your research by participating in your peer's struggles with making sense of qualitative research as well.

Learner Objectives
This course is designed to enable students to:
- Understand the essential characteristics and purposes of qualitative research and the key ways in which this approach differs from other research strategies.
- Explore his/her researcher identity and positionality in relation to the chosen topic.
- Situate a study in an appropriate beginning literature and knowledge base and formulate a beginning line of argument for the study.
- Examine ethical considerations when conducting one's study
- Develop and enact a small-scale study to practice data collection and analysis techniques, and validation measures.
- Engage in reciprocal peer review as a critical friend to gain multiple perspectives on developing an interview protocol and check-coding for analysis
- Describe the qualitative data analysis process (specifically associated with 'coding' 'categorization' and 'thematic analysis'.
- Communicate publically and in writing and with peer review on the design, process, and results of such a study.
- Critique and present one's research project and identified areas for improvement.
- Be able to use these understandings to evaluate and utilize published qualitative research.

Required Course Text
Ravitch, S. M. & Carl, N. M. (2016). *Qualitative research: Bridging the conceptual, theoretical, and methodological.* Los Angeles, CA: SAGE.

Recommended Text
American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Articles & Chapters

Key: Available on Blackboard **(Bb)** Available on Mason Library e-journals **(EJ)**

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*; *3* (2), 77-101. (EJ)
Creswell, J. W. (2013). *Qualitative inquiry and research design: Chapter 10, Standards of validation and evaluation.* Los Angeles: Sage. (Bb)
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Koro-Ljungberg, M., Yendol-Hoppey, D., Jude Smith, J., & Hayes, S. B. (2009). (E)pistemological awareness, instantiation of methods, and uninformed methodological ambiguity in qualitative research reports. *Educational Researcher, 38* (9), 687-699. (EJ). Only read Table 1, pp. 689-690.

Mears, C. L. (2009). *Interviewing for education and social science research.* NY: Palgrave/Macmillan. Chapter 6 (Bb)

Maxwell, J. A., & Miller, B. (2008). *Categorizing and connecting as components in qualitative data analysis.* In P. Leavy & S. Hesse-Biber (Eds.), *Handbook of emerging methods* (pp. 461–475). New York: Guilford. (on Bb)

Patton, M. Q. (2002). *Qualitative research & evaluation methods.* Thousand Oaks: Sage. Chapter 6: Fieldwork strategies and observation methods (pp. 259-322). (Bb)

Saldaña, J. (2009). *The coding manual for qualitative researchers.* Thousand Oaks, CA: Sage. (Chs. 1 & 2) (Bb)

Recommended Readings

Becker, H. S. (2007). *Writing for social scientists: How to start and finish your thesis, book, or article.* Chicago: University of Chicago Press. Chapter 6: Risk by Pamela Richards. (Bb).

Butler-Kisber, L. (2010.*Qualitative inquiry: Thematic, narrative and arts-informed perspectives.* Los Angeles: Sage.

Emerson, R., Fretz, R., & Shaw L., (2012). *Writing Ethnographic Fieldnotes* (2nd edition). Chicago: University of Chicago Press.

Fink, A. (2010). *Conducting research literature reviews.* Los Angeles: Sage.

Fowler, F. J. (2013). *Survey research methods.* Los Angeles, CA: Sage. http://www.amazon.com/Survey-Research-Methods-Applied-Social/dp/1452259003 Also See: http://writing.colostate.edu/guides/guide.cfm?guideid=68

Freedman, M. et al. (2007. Standards of evidence in qualitative research: An incitement to discourse. *Educational Researcher, 36*, (1), 25-32. (EJ)

Glesne, C. (2011). *Becoming qualitative researchers: An introduction* (4th ed.). Boston: Pearson Education.

Kennedy, M. M. (2007). Defining a literature. *Educational Researcher, 36,* (3), 139-147. (EJ)

Kvale, S. (2009). *InterViews: Learning the craft of qualitative research interviewing.* (2nd ed.). Thousand Oaks, CA: Sage.

Klein, E., Riordan, M., Schwartz, A., & Sotirhos, S. Dissertation support groups: Building a community of practice using Noddings' ethic of care. In A. P. Samaras, A. R. Freese, C. Kosnik, & C. Beck (Eds.). (2008). *Learning communities in practice. The Netherlands: Springer.* (Bb)

Mears, C. L. (2009). *Interviewing for education and social science research.* NY: Palgrave/Macmillan. Chapter 7 (Bb)

Meskin, T., Singh, L., & van der Walt, T. (2014). Putting the self in the hot seat: Enacting reflexivity through dramatic strategies. *Educational Research for Social Change (ERSC), 3(*2), 5-20. (Bb) Retrieved from http://ersc.nmmu.ac.za/view_edition.php?v=3&n=2#

Peshkin, A. (1988). In search of subjectivity—One's own. *Educational Researcher, 17*(7), 17-22. (EJ)

Ryan, G. W., & Bernard, H. R. (2003). Techniques to identify themes. *Field Methods,15,*85-109.

Samaras, A. P. (2011). *Self-study teacher research: Improving your practice through collaborative inquiry.* Thousand Oaks, CA: Sage. Chapters 7 & 12 (Bb)

Wolcott, H. F. (2009). *Writing up qualitative research.* Thousand Oaks, CA: Sage.

Weiss, R. (1994). *Learning from strangers: The art and method of qualitative interview studies.* NY: Free Press.

Course Performance Evaluation

Assignments and Readings ~ Commitment and Support
High quality work (i.e., "A" work) is expected on all assignments and in class participation. Since the research project is a large-scale endeavor, I have designed a series of professor and peer supported assignments towards your successful project completion. In essence, these mini assignments allow you to build a stronger and higher quality report. If you do not complete the assignments on time, you will not be able to participate adequately in class discussions, and I will not be able to give you the timely feedback you need for the next step.

Students are expected to submit and post all assignments on time electronically on the the Blackboard discussion thread on Bb prior to the beginning of class on the day they are due, unless otherwise announced. You will see a note of POST on the schedule for the day due. Late assignments will not be accepted without making prior arrangements with the professor.

All written assignments are to be word-processed using Times Roman 12 pt font, double-spaced, and submitted electronically on our Bb Discussion Thread. When you submit your file on Bb, please include in your file name the your last name and the name of the assignment, e.g., Smith.ResProp.09.12.18. It is required that you save your work in multiple places for safe keeping. Use APA style.

Reading assignments are listed on the class day on which they will be discussed. You are expected to complete all class readings prior to each session so as to engage in active dialogue and sharing of insights. Go beyond "what the author said." Share ANY questions you have about the readings in class.

Weekly Class Dialogue ~ Being a good listener and open learner
You are expected to participate in class discussions with openness, consideration, and effort to "hear for" and "listen to" others as you also seek to be understood. Your active participation is a major requirement of this course. Please notify professor if you must miss a class. There is no way to "make up" for class time that is missed.

Peer Review ~ Embracing Critique
Virtually all research designs go through some type of peer review process in academia, including the dissertation proposal stage, requests for funding, or when a study is reviewed for publication. For this reason, I am having you involved in an iterative peer review process, designed to be supportive as well as constructive and to give you the opportunity to embrace the value of peer critique for improving the quality of your research. You will provide, and receive, constructive suggestions to assist you in improving your thinking and in looking at something familiar in a new way. Our work will involve mutual support, collaboration, and continuous peer review in a "critical friend team" which will be explained in class. In a collaborative relationship, you are expected to practice your best professional relationship skills in your discussions. This peer review will provide multiple opportunities for your ongoing professional development after our course has ended. It gives you practice.

Class Exit Questions
At the end of each class, please write yourself questions that emerged for you from that class and don't hesitate to email them to me so I might address them at the beginning of the next class.

Research Project
Specific guidelines for this project are provided in syllabus and on Bb.

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It is recommended that you *get into the habit of writing analytical memos* throughout the research process which will be useful in writing your discussion section. The research project is an opportunity for you to demonstrate your understanding and application of qualitative research. Seize that opportunity to delve and dabble into your possible dissertation topic. Use this assignment to move you toward and forward in your Ph.D. path. You will develop and conduct a small-scale study of your methods based on your research interests and program of study. This project results in a comprehensive paper of roughly 6,000 words or 25 pages, not including references and appendix. The range of possible projects that you can conduct is extremely broad. The main requirement is that the project has to be genuinely qualitative in nature. Almost any setting, or set of participants, is a potential source of data for your research. I have included some formative assignments (with less weight) designed to scaffold and build your final research project.

1. **No covert research**. This is 1) ethically problematic, 2) too difficult to manage for someone just beginning to learn qualitative research, 3) restricts your research options, and 4) doesn't allow you to learn the key skill of negotiation with those you study. **You must have the informed consent of the participants in your research.** We will discuss this in more detail gaining Human Subjects approval for your study (in most cases you will not need actual HSRB approval for your course project, unless you are collecting person-identifiable data from minors or plan to publish the results). Nonetheless, ethical considerations are paramount in any research you conduct and you must become familiar with completing an IRB form.

2. **No primarily comparative studies**. Your main research question cannot focus on a difference between two groups or settings or between two categories of people. While explicitly comparative studies are a valid and important form of qualitative research, they are not a useful way to <u>learn</u> how to do qualitative research. Comparison is likely to 1) push you toward more quantitative questions and modes of thinking, 2) reduce the depth of understanding you can gain of one group, setting, or category, and 3) make it more difficult for you to learn what is essential in qualitative research.

3. In addition to a pilot interview, a <u>minimum</u> of: 3 hours of interviews, or 3 hours of observations of a single setting, plus at least one hour of interview data with one or more participants in that setting. For an interview study, you will need to record your interviews and transcribe at least 3 hours of interview material. Normally, this will involve interviewing at least 3 different participants. Collect consent using university consent form. The hour interview may run between 45 minutes to one hour. You may elect to also complete two interviews with a second follow-up interview with each participant which we will discuss in class.

The Pilot Interview is a very crucial step in refining your interview questions, gaining experience and confidence in interviewing, and reflecting with critical friends on "Valuable Mistakes Made."

For an observational study, you will need to do at least 3 hours of observations of your setting, taking written notes, and to reorganize, rewrite, and expand your rough notes to make them usable for analysis. Normally, this will involve at least 3 separate observations. In most cases, a course project based primarily on observation should be limited to a single setting. The difference in the amount of material required for interview and observational studies is because interviews require more time to transcribe, and because they usually provide more material to work with for analysis. (Videotaped observations are a special case; if you plan to videotape some activity, talk to me about the amount of material required, which depends on the kind of analysis you'll be doing and permissions.) You may decide to use videos or photograph significant scenes of your observation but be sure not to gain permissions and not include any photos of minors or other identifying information.

*Copies of your interview transcripts and/or rewritten observational notes must be included in the appendix of report, along with a transparency of your data analysis.

4. **Data collection must take place across the semester**. You cannot rely mainly on previously collected data, or conduct all of your observations or interviews in a brief period (one week or less).You need to be able to learn from your experiences, and to take time to contemplate and make corrections to your study design and techniques.

5. **You will need to share your work for peer review**. Any arrangements that you make with participants in your study must not prevent you from discussing your fieldnotes and interview transcripts (with pseudonyms used) with peers. *Class members will be required to respect the confidentiality of this information. Sharing your work in class is the only way that I can really assess the actual process of your research, and is also an important part of that process. You cannot do the work of this class in isolation.

If you are studying a setting where you have a prior role, or are interviewing people with whom you have a prior relationship, you need to **discuss the special issues that this raises**, and will need to address these issues in your final report. You are free to use as a setting for your research project the same site that you are using in work for another course or for an internship. However, if you do this, the amount of work involved must be appropriate for the total amount of credit-- normally, you can't use the same work (e.g., turning in the same report) to get credit for two courses. In any case, if you are using the work to satisfy two different courses or requirements, you **must submit, both to me and to the other instructor or supervisor, a written description of how you will use your work in this setting to satisfy the requirements of both courses**, and get our signatures indicating our approval of your plans.

Recommended Equipment:
- You can use an audio recorder with software that allows you to listen to a recording from your computer. This will be important for the fieldwork project. There are a variety of ways that you can securely and safely record and subsequently transcribe.
- InqScribe (https://www.inqscribe.com/) is a great tool to support the transcription process. There is a free, trial version that will likely suffice for the purposes of the course. Also audacity.com can be used to slow down recording for transcribing.
- Some of you may be interested in exploring computer assisted qualitative data analysis software packages (CAQDAS) (e.g., NVivo, ATLAS.ti, MAXQDA, Dedoose). You are NOT required to use these tools for this course and we will be discussing the limitations that are inherent to many of these packages – all designed to support the analysis process NOT 'do' or 'complete' qualitative data analysis.

Assignments and Participation   50%

Descriptions of all assignments are posted in Assignments folder on Bb.
  - a) Curiosity Memo with Research Artifact Photo (5%)
  - b) Researcher Identity Memo/Positionality (5%)
  - c) Site and Participant Description (completed in class)
  - d) Research Proposal including timeline of completion of interviews (10%)
  - e) Literature Review (10%)
  - f) Oral critique of 2 lit rev articles (counts as participation)
  - g) Interview Protocol (with peer review in class) 5%
  - h) Analytical Memo (5%)
  - i) Draft to Professor with updated timeline completed (formative)
  - j) Two Peer Reviews of Draft; first w/ tracking & 2nd w/ rubric guide (5% each)

Research Project (Final Project Headings & Assessment on Bb)   50%

Participation and Assignments Rubric

Category	*Exemplary 50 pts.*	*Accomplished 47-49pts*	*Developing 44-46pts*	*Undeveloped Below 44 pts*
Assignments are central to the development of your project. Attendance and participation are critical components of this course. It gives you the opportunity to learn from and contribute to building a positive classroom experience and learning community. Participants contribute to each others' learning by actively listening, exchanging ideas, sharing learning from reading and websites, peer view, and supporting each other's efforts.	Successfully completes all assignments. Outstanding and consistent participation in f-t-f and online discussions and class activities. Promotes conversation focused on the topic. Comments demonstrate a high level of understanding from assigned readings. Listens actively to peers. Embraces peer review; Prompts peer feedback, critique, and input. Purposely shares leadership roles in group work.	Completes all assignments. Participates in f-t-f and online discussions and activities on a regular basis; questions and comments reveal thought and reflection and contribution from assigned readings. Frequently involves peers in discussion. Conducts peer review; Shares leadership roles in group work.	Does not complete some assignments. Does not contribute to f-t-f and online discussions or activities very often, but generally reveals some thought and reflection and some contribution from assigned readings. Follows rather than leads group activities. Solicits some peer discussion and peer review. Misses classes. Is late for class. Somewhat shares leadership roles in group work.	Few assignments completed. Few contributions to in f-t-f and online class discussions. Little evidence of participation and contribution. Shows little concern for peers' learning or input or peer review. Misses many classes and is late often. Does not share leadership roles in group work.

5 pt. Assignments	Rubric Description
A+ Exemplary 5+ points	Establishes an exemplary narrative with thoughtful and relevant detail which demonstrates a very high level of understanding and application from assigned readings. Submission reflects outstanding participation in f-t-f and online discussions and class activities and active listening and serious feedback with peers. Submitted on time.
A Excellent 5 – 4.7 points	Provides a very adequate narrative with thoughtful and relevant detail which demonstrates a high level of understanding and application from assigned readings. Submission reflects excellent participation in f-t-f and online discussions and class activities and active listening and a high level feedback with peers. Submitted on time.
A- Approaching Excellence 4.65-4.5 points	Provides an adequate narrative with thoughtful and relevant detail which demonstrates a good level of understanding and application from assigned readings. Submission reflects good participation in f-t-f and online discussions and class activities and active listening and serious feedback with peers. Submitted on time.
B+ Developing Less than 4.5 points	Provides a fair narrative with thoughtful and relevant detail which demonstrates an average level of understanding and application from assigned readings. Submission reflects average level of participation in f-t-f and online discussions and class activities and active listening and serious feedback with peers. Needs more work. Submitted late.

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Research Project Headings Template and Assessment
(Report = 50% of Course Grade)
(adapted from Samaras, 2011 and Maxwell, 2005)

On the title page, include a running head with an abbreviated title in uppercase letters flush left with the page number flush right, and the title of the paper, author's name, and author's professional affiliation centered on the page.

Although not typically required for papers, please include a **Table of Contents** with page as that will help you prepare for understanding the structure of your dissertation.

Abstract (2%)

An abstract is a single, articulate, concise paragraph of 150-200 words that describes your purpose and the context, method, key findings, and significance of your research. Create a page break from the title page. The running head and page numbering continue throughout the report.
- Have you provided a single, articulate, concise paragraph of no more than 150 words
- Does you abstract concisely describe your purpose, context, method, key findings, and significance?

Keywords Provide 3-5 keywords that are strong descriptors of your research.

[Include the title of your paper centered on the page.] (3%)

As per American Psychological Association (APA) style, the introduction does not need a heading; the first paragraphs are assumed to be the introduction. Introduce the purpose of the study set within the context. A good introduction allows your readers to gain an overview and outline of the purpose of your paper.

Present your *topic, goals,* and a *rationale.*

- What prior knowledge (experience, literature, other sources) do you draw on in conceptualizing the study?
- What theories and assumptions (explicit or implicit) do you have about the issue or topic studied? How did this knowledge, theories, and assumptions inform and influence the study?
- What is the main topic or issue addressed in this report? Why did you choose this—what were your goals in using this topic for your course project?
- How did your own background and experience (including your knowledge of the literature on your topic) influence this decision? Integrate your Curiosity Memo and Researcher Identity Memo here. Discuss the personal significance of this work to you as a researcher and the broader educational significance. Include your experiences, perspectives, and goals that influenced and shaped your interest in this research.

Conceptual framework and Literature Review (10%)

Conduct a "working" review of the literature related to your topic. Include in your discussion an integrated conceptual mapping of topics, theories, and phenomena that framed and shaped your study and were informed by the literature reviewed. <u>Note you must include two dissertations in your literature review.</u>

- What is the problem or topic set within the existing knowledge base of this topic?
- What does your study address that is missing in the literature?
- How does your study extend the existing knowledge base of this topic?
- Provide a beginning literature review of the seminal and contemporary literature on your topic.
- Discuss the issues studied, and the theories and methods used for studying it.
- What is the history of the research in this area?
- In what databases have you searched? Tell us.

Research Questions (5%)

- State your research question clearly and concisely.
- What questions about your topic, setting, or participants did you focus on?
- What theories, beliefs, or expectations did you have about the answers to these?
- Where did these questions and expectations come from?
- How did they change during your study?

Method (10%)

Research Setting, Participants, and Relationships
Provide a detailed description of the research context including the immediate and broader environment. Provide a detailed description of the research participants.
- Include discussion of your piloting of interview questions and pilot interview.
- How did you choose a setting and/or participants for your study?
- What prior connections did you have with this setting or the participants?
- How did you negotiate a research relationship with these participants?
- How do you think you were perceived by them?
- How did these relationships (including prior relationships) influence your study?
- What ethical issues did you encounter in doing your study, and how did you deal with these?

Data Collection
- Provide a detailed description of the data sources you collected to help you understand the research topic.
- How did you collect the data for your study?
- For observations, what did you focus on, and how did you record your observations?
- For interviews, what did you ask about, and how did you follow up on responses?
- Include both a description of your methods, and a table giving the dates and length of your observations and/or interviews.

Data Analysis
- Provide a detailed and transparent data trail describing your data analysis.
- Include the procedures used to make meaning of your data and formulate preliminary and concluding interpretations including dialogue, critique, and validation through check-coding with your critical friends.
- How did you analyze your data?
- What methods did you use, and why?
- What did each of these methods contribute to your understanding of your data?

Findings (5%)

Provide a discussion and an explanation of your interpretations of your data analysis with evidence for your claims. Include the themes identified through your analysis as subheadings. If you conducted case analyses, present those using subheadings of themes identified within and across the cases you studied.
- What are the key conclusions or findings about your topic, setting, or participants that emerged from your study?
- How are the things you learned related to one another—how do they form a coherent story or picture of what you found?
- Is the perspective of the participants in the study on the issues studied clearly presented?

- Is the influence of the specific context of the study addressed?
- How are the conclusions or findings supported and illustrated with data?
- How persuasive is this support?

Limitations and Validity Issues (5%)

Limitations
Provide a discussion and reflection what the findings suggest set within a discussion of the limitations of the study and possible areas for further study. Limitations are not the same as validity as we will discuss in class.

Validity
Present issues of validity that we discussed in class that may be related to your study.
- What important validity threats or alternative interpretations to the research results did you encounter? How did you address these?
- How did you respond to feedback from the participants, critical friends, and/or the professor, when this feedback implied the need to make changes related to validity in the research?

Discussion and Self-Critique (5%)

- A good conclusion should make clear what you believe the paper has contributed to your understanding of researching. What did you learn from your participants?
- Circle back to the research question you posed and what you discovered. Explain how your research helped you understand that question.
- Discuss how your research helped you rethink your question.
- Present how your research links or does not link to what other researchers have found about this topic.
- What unexpected incidents did this research raise?
- While you learned a great deal from this research, discuss what questions presented themselves for further study.

Self-Critique
- What were the most important things that you personally learned about qualitative research by doing this study?
- How has your research influenced your thinking about your topic?
- How reflective and critical are you about all of the issues raised above, and how did this reflection inform the report?
- Knowing what you now know about qualitative research, if you were to do this study over again, what would you do differently? Why? [Also share this as part of your class presentation.]

(5% for References, Appendix, Technical Soundness, and Organization)

References

You should only include references you have actually cited in your report. Nothing should be listed in the bibliography if it has not been cited in the report. Use APA style for references.

Appendix

The appendix can include data that will help the reader better understand your research but perhaps are not needed within the body of your report (e.g., questionnaires you administered, interviews, critical friend work, concept maps, additional displays of data). Label your appendix items within the report and also title them in the appendix (e.g., within the report, "Field Notes and Initial Analysis" [see Appendix A]"). Please attach copies of all transcripts and field notes and evidence of data analysis using pseudonyms for participants.

Organization
The report should be no longer than 25 typed pages, double-spaced, 12pt font – standard

APA guidelines
- Are all references cited in the research report included in the references?
- Have you provided a complete reference list of all print and non-print (internet) references?
- Does the report include a cover page with project title, author's name, and professional affiliation?
- Is the report grammatically correct, coherent, and well-organized?
- Does the report have your distinctive focus and voice?
- Have you written in an accessible style and presentation?
- Have you used professional language?, i.e., no jargon

Final Report Grading Scale:

*Exemplary***:** 50 points
Exceeds meeting criteria, multiple sources of evidence that substantially exceeds requirements.

Accomplished 49 - 45 points
Provides convincing evidence of sound work, substantially meets requirements.

Developing: 44 - 41 points
Provides basic and somewhat convincing evidence that moderately meets criteria.

Undeveloped: 40 points and below: No evidence or little evidence of meeting the criteria.

Grading Scale for Course

Grade	Standards	Grading	Grade Points	Graduate Courses
A+	Exceeds Standard	100 +	4+	Satisfactory / Passing
A	Meets Standard	93 – 100	4.00	Satisfactory / Passing
A-	Meets Standard	90 – 92.9	3.67	Satisfactory / Passing
B+	Approaches Standard	88 – 89.9	3.33	Satisfactory/Passing
B	Approaches Standard	83 – 87.9	3.00	Satisfactory / Passing
B-	Approaches Standard	80 – 82.9	2.67	Raises Concern

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Please Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Topics	Assignments *Postings are due by 4:30pm on post day listed*	Readings
Week 1 8/27	Introduction to Course and Qual Research Peer Review with Critical Friend Team Research/Writing as Process	Please upload a picture of yourself on Discussion Thread	*Recommended: Becker/Richards:* Chapter 6: Risk by Pamela Richards. (Bb).
9/5	*Labor Day University Closed No Class*		
Week 2 9/10	WoK and Qual Research Design Matters	POST CURIOSITY MEMO & RESEARCH ARTIFACT PHOTO	Chapter 1 Ravitch & Carl Koro-Ljungberg et al. (EJ). Only read Table 1, pp. 689-690
Week 3 9/17	Conceptual Framework & Literature Review Researcher Relationships Site & Participant Selection Research Ethics Guest Speaker: Anne K. Melville Education Librarian Refresher on Meta-finder and descriptors (6:30pm)	*Start digging through the literature*	Chapters 2 & 11 Ravitch & Carl
Week 4 9/24	From Research Question to Research Proposal Establishing your argument	Oral presentation of lit rev article <u>focused on argument</u> POST RESEARCHER IDENTITY MEMO	Chapters 3 & 4 Ravitch & Carl

Week 5 10/1	Data Collection Interviews Reciprocal Interview Technique	*Watch a famous interviewer*; come prepared to present best interviewer qualities In class workshop to draft interview questions and/or observations *Schedule Pilot and Formal Interviews*	Chapters 5 & 10 Ravitch & Carl Mears Chapter 6 (Bb)
10/8	*Columbus Day Recess Classes do not meet Monday classes meet Tuesday this week on 10/9*		
Week 6 10/9	Observations Refining interview questions	In-class workshop: ==**Bring 10 interview questions for CFT peer review**== Oral presentation of lit rev article <u>focused data analysis</u>	Patton (2002) Chapter 6
Week 7 10/15	Overview Data Analysis Analytical Memoing	POST RESEARCH PROPOSAL *including* ==**timeline of study**== Proposal Mock Up: Come to class prepared to defend your proposal *Conduct Pilot Interview* Critique, refine, and polish interview questions and post Revisit online data bases for Lit Review & finalize	Chapter 8 Ravitch & Carl Saldana Chs 1 & 2 Braun & Clarke *Recommended*: *Mears Chapter 7*
Week 8 10/22	Coding/Analysis Workshop I In class critical friend work and consultations Practice coding in class activity	==Begin to conduct interviews and/or observations now.== POST DRAFT LIT REVIEW	Chapter 7 Ravitch & Carl

Week 9 10/29	Coding/Analysis Workshop II In class critical friend work and consultations Standards of Validation	POST ANALYTICAL MEMO of data analysis *Start preliminary research analysis* Bring segments of data analysis for check-coding	Creswell, Chapter 10, Validation 2013 (Bb)
Week 10 11/5	Coding/Analysis Workshop III In class critical friend work and consultations Categories & Connections Transparency and Trustworthiness Dialogical Validity	Continue check-coding in class: Bring new segments of data analysis for check-coding POST ROUGH DRAFT 1 for peer review with tracking and comments and **timeline completed to date**	Chapter 6 Ravitch & Carl Maxwell & Miller 2008 (Bb) (Resources: dialogical engagement p. 16 Ravitch & Carl and Samaras (2011), Chapters 7 & 12 (Bb)
Week 11 11/12	Writing Your Analysis, Results, and Discussion	POST PEER REVIEW of draft 1 with tracking and comments *Work on Draft 2 this week*	Chapter 9 Ravitch & Carl
Week 12 11/19	Online Work for Self and Peer Review	POST DRAFT 2 for self, peer and professor review	No readings this week *Have a wonderful Thanksgiving!*
Week 13 11/26	Abstract Workshop Presenting your Argument In class consultations with professor and peers	Continue to polish final paper POST PEER REVIEW OF DRAFT 2 using rubric only	No readings this week
Week 14 12/3	Lightening Talks: In 5 minutes: *Tell us*: 　1. Your argument 　2. Your RQ 　3. Key discoveries 　4. Most valuable insight or productive mistake	POST FINAL PROJECT Bring a printed copy clipped at corner. No binders or covers. Do not print appendix but include in posted e-copy on Bb	No readings this week

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

Emergency Procedures
You are encouraged to sign up for emergency alerts by visiting the website https://alert.gmu.edu. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on http://www.gmu.edu/service/cert

Qualitative Research Resources

Additional Interviewing Resources

Kosnik, C., Cleovoulou, Y, & Fletcher, R. (2009). The use of interviews in self-study
 research (pp. 53-69). In C. A. Lassonde, S. Galman, & Kosnik, C. (Eds.). *Self-study research methodologies for teacher educators.* Rotterdam: Sense.

Fontana, A., & Frey, J. (2000). The interview: From structured questions to negotiated
 text. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*
 (2nd ed., pp. 645-672). Thousand Oaks, CA: Sage.

Hycner, R. H. (1985). Some guidelines for the phenomenological analysis of interview
 data. *Human Studies*, *8*, 279-303.

Jones, S. (1985). Depth interviewing. In R. Walker (Ed.), *Applied qualitative research*
 (pp. 45-55). Aldershot, UK: Gower.

Kvale, S. (2009). *InterViews: Learning the craft of qualitative research interviewing.*
 (2nd ed.). Thousand Oaks, CA: Sage.

Seidman, I. (2006). *Interviewing in qualitative research.* NY: Teachers College Press.

Spradley, J. P. (1998). *The ethnographic interview.* New York: Holt, Rinehart Winston.

Handbooks

SAGE Encyclopedia of Qualitative Research Methods (2 vols, 2008), edited by Lisa Given; *SAGE Handbook of Qualitative Research*, fourth edition (2011), edited by Norman Denzin and Yvonna Lincoln. Also see Thomas Schwandt's *The SAGE Dictionary of Qualitative Inquiry*, third edition (2007). There are specialized handbooks in qualitative research, e.g., the *Handbook of the Arts in Qualitative Research* (Knowles and Cole, 2007), *International handbook of self-study of teaching and teacher education practices*, and the Ethnographer's Toolkit.

Journals

Specifically devoted to qualitative research in education are *Anthropology, Education Quarterly, International Journal of Qualitative Studies in Education*, *Qualitative Inquiry*, and *Qualitative Research*.

Websites

There are several web resources that you may find useful. Many of these sites have listservs that you can join if you are interested in receiving regular updates and information regarding qualitative research methodologies and methods.

- The International Institute for Qualitative Methodology's Webinar series: http://www.iiqm.ualberta.ca/WebinarSeries/MasterClassWebinarSeries.aspx
- Methodspace (http://www.methodspace.com/)
- The Qualitative Report (http://www.nova.edu/ssss/QR/index.html
- Top Qualitative Research Blogs (http://www.qualitative360.com/news-and-blogs/11- editor-s-pick-top-qualitative-research-blogs)

Association for Qualitative Research (AQR)

According to this web site, "AQR is an international organisation which aims to further the practice and study of qualitative research." *Web site:* http://www.aqr.org.au/

International Center for Qualitative Inquiry
According to this web site, "The International Center for Qualitative Inquiry is a multidisciplinary institute at the University of Illinois, Urbana-Champaign."
Web site: http://www.c4qi.org/iaqi/home.html

Qualpage
According to this web site, "QualPage was originally designed as a private repository of information for graduate students learning about qualitative data analysis software (QDAS). Originally a Gopher site, it evolved into a Web page around 1994."
Web site: http://www.qualitativeresearch.uga.edu/QualPage/e_journals.htm

Qualitative Research Special Interest Group of the American Educational Research
Association. *The SIG offers and Outstanding Qualitative Research Dissertation Award.
University of Georgia, College of Education, Lifelong Education, Administration, and Policy   This website lists journals focusing on qualitative research.
Web site: http://www.coe.uga.edu/leap/qual/research/journals.html

Additional Qualitative Research Resources

Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theory and methods* (5th ed). Boston: Pearson.

Charmaz, K. (2006). *Constructing grounded theory: A practical guide through qualitative analysis.* Los Angeles: Sage.

Coia, L. & Taylor, M. (2013). Uncovering feminist pedagogy: A co/autoethnography. *Studying Teacher Education, 9*(1), 3-17.

Creswell, J.W. (2007). *Qualitative inquiry & research design: Choosing among the five approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Czaja, R., & Blair, J. (1996). *Designing surveys: A guide to decisions and procedures.* Thousand Oaks, CA: Pine Forge Press.

Denzin, N. K. (1978). *The research act: A theoretical introduction to sociological methods* (2nd ed.). New York: McGraw-Hill.

Denzin, N. K., & Lincoln, Y. S. (2011). *Handbook of qualitative research.* Thousand Oaks, CA: Sage.

Emerson, R., R. Fretz, & L. Shaw (1995). *Writing ethnographic fieldnotes*. Chicago: University of Chicago Press.

Flick, U. (2009). *An introduction to qualitative research.* Los Angeles: Sage.

Glaser, B. G. & Strauss, A. L. (1967). *The discovery of grounded theory*. Dallas: Houghton Mifflin.

Hammersley, M. (2007). The issue of quality in qualitative research. *International Journal of Research & Method in Education, 3,* (3), 287-305.

Hart, C. (2001). *Doing a literature search.* Los Angeles: Sage.

Holley, K. A., & Colyar, J. (2009). Rethinking texts: Narrative and the construction of qualitative research. *Educational Researcher, 38* (9), 680-686.

Janesick, V. J. (2004). *Stretching exercise for qualitative researchers,* 2nd Ed. Thousand Oaks,   CA: Sage.

Kincheloe, J. (1991). *Teachers as researchers: Qualitative inquiry as a path to empowerment.* London: Falmer Press.

Knowles, J. G., & Cole, A. L. (2008) *Handbook of the arts in qualitative research.* Los Angeles: Sage.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry.* Beverly Hills, CA: Sage.

Loughran, J. J., Hamilton, M. L., LaBoskey, V. K., & Russell, T. (Eds.), (2004). *International handbook of self-study of teaching and teacher education practices*. Dordrecht: Kluwer Academic Publishers.

Marinósson, G. L. (2007). The ocean merges into the drop: Unearthing the ground rules for the social construction of pupil diversity. *Methodological Developments in Ethnography, 12,* 185- 206. Available on ER.

Maxwell, J. A. (2006). Literature reviews of, and for, Educational Research. *Educational Researcher, 35* (9), 28-31).

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation* San Francisco: Jossey-Bass.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*. Thousand Oaks, CA: Sage.

Mills, C. W. (1959). On intellectual craftsmanship. In C. W. Mills (Ed.), *The sociological imagination* (pp. 195–226). New York: Oxford University Press.

Mittapalli, K., & Samaras, A.P. (2008). Madhubani Art: A journey of an education researcher seeking self-development answers through art and self-study. *The Qualitative Report, 13*(2), 244-261

Pinnegar, S., & Hamilton, M. L. (2009). *Self-study of practice as a genre of qualitative research: Theory, methodology, and practice.* The Netherlands: Springer.

Pithouse-Morgan, K., & Samaras, A. P. (Eds.), (2015). *Polyvocal professional learning through self-study research.* Rotterdam, The Netherlands: Sense Publishers. http://tinyurl.com/okaqlaq.

Pithouse-Morgan, K., Coia, L., Taylor, M., & Samaras**,** A. P. (2016). Exploring methodological inventiveness through collective artful self-study research. *LEARNing Landscapes*, *9* (2), 443-460.

Punch, K. (2005). *Introduction to social research: quantitative and qualitative approaches* (2nd ed.). London: Sage.

Reason, P. Three approaches to participative inquiry (1994). In N. Denzin & Y. Lincoln, (Eds.). *Handbook of qualitative research*. Sage.

Saldana, J. (2015). *Thinking qualitatively: Methods of mind:* Los Angeles: Sage.

Samaras, A. P., & Sell, C. (2013). Please write: Using critical friend letters in teacher research. *Teacher Education Quarterly, 40* (4), 93-109.

Schram, T. H. (2006). *Conceptualizing and proposing qualitative research* (2nd ed.). Upper Saddle River, NJ: Pearson.

Stake, R. E. (1995). *The art of case study research:* Thousand Oaks, CA: Sage.

Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.

Van Laren, L., Pithouse-Morgan, K., Chisanga, T., Harrison, L., Meyiwa, T.,

Muthukrishna, N., et al. (2014). 'Walking our talk': Exploring supervision of postgraduate self-study research through metaphor drawing. *South African Journal of Higher Education, 28*(2), 639-659.

Yin, R. K. (2009). *Case study research: Design and methods.* Los Angles: Sage.

Yin, R. K. (2011). *Qualitative research from start to finish.* NY: The Guilford Press.

Writing Resources

See http://writing.colostate.edu/guides/

Boice, R. (1994). *How writers journey to comfort and fluency: A psychological adventure:* Westgport, CT: Praeger.

Boice, R. (1996). *Procrastination and blocking: A novel, practical approach.* Westport, CT: Praeger.

Brodkey, L. (1994). Writing on the bias. *College English*, 56(5), 527-550.

Brodkey, L. (1996). *Writing permitted in designated areas only.* Minneapolis, MN: University of Minnesota Press.

Dahl, K. K. (Ed.) (1992). *Teacher as writer: Entering the professional conversation.* Urbana, IL: National Council of Teachers of English.

Elbow, P. (2000). *Everyone can write: Essays toward a hopeful theory of writing and teaching writing.* NY: Oxford University Press.

Lamott, A. (1995). *Bird by bird: Some instructions on writing and life*. NY: Anchor.

Strunk, W. Jr., & White, E. B. (1979). *The elements of style* (3rd ed.). NY: Macmillan.

Williams, J. M. (1994). *Style: Ten lessons in clarity and grace* (4th ed.). NY: Harper Collins College Publishers.

Publishing Resources

Boice, R. (1997). Strategies for enhancing scholarly productivity. In J. M. Moxley, & T. Taylor (Eds.). Writing and publishing for academic authors. (2nd ed., pp. 19-34). Lanham, MD: Rowman & Littlefield.

Boice, R. (1994). Conclusion. How writers journey to comfort and fluency: A psychological adventure. (pp. 235-246). Westgport, CT: Praeger.

Booth, W., Colomb, G. G., & Williams, J. M. (2003). *The craft of research*: Chicago: University of Chicago Press.

Cabell, D. W. E. (2013). *Cabell's directory of publishing opportunities in education.* Beaumont, TX: Cabell. *Includes list of journals, scope, mission, and contact.*

Cantor, J. A. (1993). *A guide to academic writing.* Westport, CT: Praeger.

Coelho, R. J., & Saunders, J. L. (1997). Journal publication and peer review: Guidelines and standards for authors and reviewers. *Journal of Applied Rehabilitation Counseling, 28*(3), 18 -21.

Fiske, D. W. (1997). Planning and revising research reports. In J. M. Moxley, & T. Taylor (Eds.). Writing and publishing for academic authors. (2nd ed., pp. 71-82). Lanham, MD: Rowman & Littlefield.

Gray, T. (2005). Publish and flourish: Become a prolific scholar. Las Cruces, NM: Teaching Academy, New Mexico State University.

Klingner, J. K., Scanlon, D., & Pressley, M. (2005). How to publish in scholarly journals. *Educational Researcher,* 34(8),14-19.

McGinty, S. (1999).*Gatekeepers of knowledge: Journal editors in the sciences and the social sciences.* Westport, CT: Bergin & Garvey.

Moxley, J. M. (1997). If not now, when? (pp. 127-140). In J. M. Moxley, & T. Taylor (Eds.). Writing and publishing for academic authors. (2nd ed. pp. 3-18). Lanham, MD: Rowman & Littlefield.

Niederhauser, D.S., Wetzel, K., & Lindstrom, D. L. (2004). From manuscript to article: Publishing educational technology research. *Contemporary Issues in Technology and Teacher Education* [Online serial], *4*(2).

Parsons, P. (1989). *Getting published: The acquisition process at University presses.* Knoxville: University of Tennessee Press.

Thomas, R. M. & Brubaker, D. L. (2008). *Theses and dissertations: A guide to planning, research, and writing.* Thousand Oaks, CA: Corwin Press. (See Chapter 15, Reaching a wider audience, pp. 309-323).

Thompson, B. (1995) Publishing your research results: Some suggestions and counsel. *Journal of Counseling & Development, 73* (3), 342-345.

Wager, E. (2005). *Getting research published: An A to Z of publication strategy.* Oxford, UK: Radcliffe.

Wellington, J. (2003). Getting published: A guide for lecturers and researchers. London: RoutledgeFalmer.

Websites on Publishing

Academic Writing, Wendy Belcher http://www.wendybelcher.com/index.html
Sign up for electronic newsletter:
http://www.wendybelcher.com/pages/FlourishNewsletter.html

Getting published as a graduate student in the sciences, Richard Reis see archives
http://chronicle.com/jobs/2000/11/2000112402c.htm
Tomorrow's Professors Listserv http://ctl.stanford.edu/Tomprof/postings.html