

Qualitative Research Methods in Education II 16:300:513
Spring 2017
Tuesdays 4:50 – 7:30pm
Scott Hall, Room 106

Instructor: Melinda Mangin	Email: melinda.mangin@gse.rutgers.edu
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Office Hours: By arrangement	Prerequisite: 16:300:509 You must have IRB approval on a project co-signed by this instructor or the Qual I instructor for successful course completion.

Course Description

The goal of this course is to help the student develop the capacity to use qualitative research methods by actually completing a qualitative study. The course builds on *300:509 Qualitative Research Methods in Education I* by providing students with opportunities to gain experience in conducting qualitative research, analyzing qualitative data, and writing up a qualitative study. By implementing the research project designed during the first semester of the course sequence, students will deepen and strengthen their familiarity and comfort with qualitative work. The class is organized to provide students with more opportunities to practice the different kinds of research techniques used by qualitative researchers as well as to further develop their skills as informed consumers of qualitative studies.

A core goal of this semester’s work will be to develop students’ abilities to advise and support their colleagues. This aspect of the class will be promoted through a strong reliance on group work during which members will provide feedback and critique on each others’ ongoing research process. The emphasis on collegiality is intended to: facilitate students learning from one another, enhance their ability to critique the work of others in a constructive way and utilize critique in their own work, and develop a “research community” that can provide support as students continue in their doctoral programs.

Course requirements

Course participation (10%). Critical engagement with the readings and with your colleagues during class time is vital to the design of this course. This course is structured to develop students’ abilities to advise, support, and provide constructive feedback to colleagues in their research efforts.

- 1) Participation.** Your attendance and punctuality are important criteria for building rapport and understanding between all of us as a community of learners. If extenuating circumstances make it necessary for you to miss a class, arrive late, or leave early, contact me ahead of time. Laptops and other technologies can enhance learning, so I ask that you use them in this class, but only for activities that require them. Please ensure that cell phones are off at the start of class.

- a) **Discussion leading.** Each week 1 member of the class will be responsible for generating discussion questions based on the readings and leading the class for approximately 30 minutes. During the conversation, leaders should aim to draw out the salient themes from the readings and encourage maximum participation among their peers. On the first night, we will create a discussion leader schedule.
 - b) **Individual research conferences.** Each student will participate in at least one individual conference with the instructor regarding their research. Conferences will be scheduled to take place outside of class time.
 - c) **Proposal report.** In week 14, part of our discussion will be about writing dissertation proposals. There is a folder of student proposals in Sakai. Every member of the class will be responsible for describing and analyzing a proposal. This may be done in teams.
- 2) **Review of a Qualitative Study (15%).** In order to continue to develop your skills as a critical consumer of qualitative research, you will conduct a critical review of a peer-reviewed qualitative journal article related to the topic you are researching. Your review should include a brief summary of the key issues raised by the study, a discussion how this study contributes to the field and your own work as a developing researcher, and an analysis of the strengths and limitations of the study and/or author's presentation of the work. If you need help locating a peer-reviewed article related to your topic, you should consult me or your advisor. **Due February 12**
- 3) **Project development tasks (30%).** Throughout the semester, students will be expected to complete the tasks necessary to conduct their own projects and support their colleagues. As a way to receive feedback along the way and be accountable, a number of specific process tasks are required. The tasks are:
- a) **Revising data collection instruments.** After working with a partner to match questions and focus with research questions; revising wording for clarity, open-endedness, etc.; length and sequence, submit data collection tools for final feedback from me on or before **You should consider the possibility of revising your data collection instruments again after you use them once or twice.** Please note that substantive changes to your data collection plan should be submitted for review to IRB. (5%) **Due January 29**
 - b) **Preliminary data analysis memo.** This is not a plan, but a little piece of analysis to see if you get the hang of it. Submit a data analysis memo recording your preliminary thoughts on analysis. This memo can include preliminary coding schemes, hypotheses about themes, as well as reflections on the analysis process thus far. Draw evidence from your data within the body of the memo. (5%) **Due February 26**
 - c) **Detailed data analysis plan.** This plan should describe, in considerable detail, the official "plan of action" for conducting data analysis related to your individual project, your data, your qualitative research approach, and your theoretical framework. The plan should draw on appropriate readings related to data analysis and will be revised and incorporated into your final paper's method's section. (10%) **Due March 19**

- d) **Conceptual Framework and Literature Review Revision.** Using new literature you've come across this semester, as well as what you have learned from your field work, turn your conceptual framework from last semester into the introduction and literature review/conceptual framework for your final paper. Your major goal should be to write a literature review/conceptual framework section for your final paper. You should use your Qualitative Methods I research proposal/plan as a resource but focus on writing something that will set up the analysis you anticipate writing from the data you have collected. Students should respond to comments on their first semester research plans from the instructor (and their peers) but also revise in light of any new directions suggested by the field work. Given that the final paper is supposed to be 25 pages of text, this document should be in the 5-8 page range. (10%)

4. Final project (45%). The final project will be in two parts.

- a) The main product will be a complete write up of a qualitative research study, including a conceptual framework, literature review, full discussion of the research design, a description of the methods of data collection and analysis employed, a presentation of findings, and a discussion of implications and limitations of the study. The main text will be no more than 30 pages with additional room for bibliography and instruments if needed. (Tables must be in the text. Papers a little over 30 pages will be graded down for poor writing and substantially over 30 pages will be sent back for rewriting.)
- b) You will also do a PowerPoint summarizing your report with between six and 18 slides describing your conceptual framework, method, findings, and conclusion. Make sure that they are visibly numbered. **Bring in printed form of PowerPoint to class on....** You will post these slides on a cardboard poster starting from the top left and going across in rows (unless you have some special graphic that requires another arrangement)

Please note, all of your assignments will be submitted as attachments through Sakai. When submitting each attachment, please create a document name where the first word is your last name and the next word is the name of the assignment. Adding the date won't hurt. Thank you.

Evaluation

Late work is not accepted without prior arrangement and permission from me. Please contact me prior to the due date about potential difficulties.

Graded Assignments:		Rutgers Grading Scale:	
Participation	10%	93 - 100%	A
Research Review	15%	88 - 92%	B+
Revised Instruments	5%	83 - 87%	B
Preliminary Memo	5%	78 - 82%	C+
Analysis Plan	10%	73 - 77%	C
Revised Lit Review	10%	68 - 72%	D+
Final Project	45%	60 - 67%	D
		Below 60%	F

Course Policies

1. Please make every attempt to attend class. Your participation is important to both your own learning and that of your classmates. If you have to miss class or know that you will be late, please let me know. Missing class more than once will affect your grade.
2. All completed assignments must be submitted through Sakai as MS Word attachments.
3. You are expected to follow the University Academic Integrity Policy. To read the policy, go to <http://academicintegrity.rutgers.edu/integrity.shtml>.
4. Complete all required readings and be prepared to discuss them in class. When reading, jot down key concepts, ideas, and questions so that you can participate fully in discussions.
5. People use different email addresses. I will send out emails using Sakai, which relies on the email address that the registrar has. Please make sure you know what that is and that you check it regularly. If you are a GSE student, I will communicate with you using your GSE account, so again, make sure you check it regularly.

Readings:

 There are two required books which you should order on-line from Amazon, Barnes and Noble or the publisher:

Coffey, A.. & Atkinson, P. (1996). *Making sense of qualitative data: Complementary research strategies*. Thousand Oaks, CA: Sage.

Wolcott, H. F. (2009). *Writing up qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

 This course will refer back to Creswell's *Qualitative Inquiry & Research Design*. You should be familiar with its contents.

 Journal articles and book chapters that are assigned will be downloadable through the course SAKAI website. Please download all readings, and keep them in an accessible form (paper or electronic). You need bring to class only the readings assigned for that week.

 In addition it is highly recommended that you purchase at least one seminal text related to the research tradition from which your study draws, or at least one other major text on qualitative research to use as a resource. Please refer to Creswell's bibliographies for pointers on this if you need them.

Formatting Written Work:

Your written work should conform to the formal standards articulated by the American Psychological Association. Most importantly:

- Times New Roman, 12 point font
- One inch margins on all sides
- Page numbers
- Cover page that includes title, course, student, professor, date
- Left alignment with default spacing between words and letters
- Double spaced lines with only one hard return between indented paragraphs

Learning these standard procedures now will make writing your dissertation easier. Typically, students neglect to follow these procedures due to mere inattention. Failure to follow standardized formatting procedures conveys a lack of seriousness on the part of the student and should be avoided. In any case, incorrect formatting may result in a loss of points.

NOTE: Unfortunately, experience indicates that it is very easy to fall behind in this class, and incompletes are common. However, no one likes to have papers hanging over his/her head during the summer, right? In order to stay on track it is important to set a timeline, and do your very best to stick with it. Here is a generic timeline to use as a guide in establishing your own

January-February (The sooner the better)	Complete IRB paperwork Secure site access Recruit study participants Revise data collection tools/plans
February-March	Data collection and preliminary data analysis Revise conceptual framework and literature review, as needed
April	Data analysis
April-May	Write up and revise paper

Readings and Assignments (updated 2-3-17)

1	January 17	Introductions Overview of the Syllabus Data Collection Instruments	Rutgers Academic Integrity Policy Patton, M.Q. (1990). <i>Rigorous and Skillful Interviewing</i> . Chapter 7. pp 340-384. Brenner, M. E. (2006). <i>Interviewing in educational research</i> . In, Handbook of Complementary Methods in Education Research, AERA, pp. 357-370.
2	January 24	Data Collection Instruments	Agar, M.H. (1980). <i>Who are you to do this?</i> pp 41-62. Abu El-Haj (2009) Imagining Postnationalism, <i>Anthropology & Education Quarterly</i> , pp. 1-19. Patton (1987). Chp 4. <i>Fieldwork & Observation</i> , 70-97 Revised research instruments due: Jan 29
3	January 31	Data Analysis Overview	Miles & Huberman. Chp 4. Early Steps in Analysis, <i>Qualitative Data Analysis</i> , pp. 51-89. Coffey & Atkinson, Ch. 1. Varieties of Data, Varieties of Analysis; pp. 1-25. Rubin, (2007). <i>Learner Identity Among Figured Worlds</i> , <i>The Urban Review</i> , pp. 217-249.
4	February 7	More Data Analysis	Coffey & Atkinson, Ch. 2, 3, 4 Zirkel, A. & Pollack, T. M. (2016). "Just let the worst students go": A critical case analysis of public discourse about race, merit, and worth. <i>AERJ</i> , 53(6), 1522-1555.
5	February 14	Relationships & trust; Ethical issues;	Magdola, P. (2000). <i>Being at the wrong place, wrong time: Rethinking trust</i> , pp. 138-145. Fryer, E. (2004). <i>Researcher- practitioner: an unholy marriage?</i> pp. 175-185. Article Review Due: February 19
6	February 21	Fieldwork CLASS WILL NOT MEET	
7	February 28	Data analysis tools Using Computer Software For Data Analysis	http://www.dedoose.com/LearnMore/VideoTour.aspx http://onlineqda.hud.ac.uk/IntroCAQDAS/what_packages_are_available/index.php Resource: Dedoose User Manual Preliminary Memo due: Mar 5

8	March 7	Even More Data Analysis	Marshall, C. & Rossman, G.B. (2006). <i>Designing Qualitative Research</i> (4 th Ed) Thousand Oaks, CA: Sage Shank, G. D. (2006). <i>Qualitative Research: A Personal Skills Approach</i> (2 nd Ed) Upper Saddle River, NJ: Pearson. Hays, D. G., Singh, A.A. (2012). <i>Qualitative Inquiry in Clinical and Educational Settings</i> . NY: Guilford
9	March 14 RU SPRING BREAK	CLASS WILL NOT MEET	Detailed Data Analysis Plan due March 19
10	March 21	Validity Revisited	Angen, <i>Evaluating Interpretive Inquiry</i> Patton, Ch 9. <i>Enhancing the quality and credibility of qualitative analysis</i> Firestone, <i>Alternative Methods of Generalizing</i> Creswell & Miller (2000) <i>Determining Validity in Qualitative Research</i>
11	March 28	Alternative Approaches: <ul style="list-style-type: none"> • Teacher Research • Participatory Action • Research Evaluation 	Rust, <i>Teacher research and the problem of practice</i> Fine et al., <i>Participatory action research</i> Cummings et al., <i>Barriers to and facilitators for female participation in an HIV project in rural Ethiopia</i> Revised Lit Review & Framework due April 2
12	April 4	Meaning Making	Miles & Huberman, Chapter 10, Making Good Sense: Drawing and Verifying Conclusions Peshkin, The Nature of Interpretation in Qualitative Research Coffey & Atkinson, Chapter 5
13	April 11	Writing Up Your Research	Creswell, J. W. (1998). <i>Writing the Narrative Report</i> Chp 9, p. 167-191. Wolcott, <i>Writing Up Qualitative Research</i> .
14	April 18	Moving from the Pilot to the Dissertation Small Group Work	Read Sample Student Proposals Rudestam: <i>Surviving Your Dissertation</i> .
15	April 25	Conclusions and Reflections Poster Session of Research Reports	Final project due: PowerPoint on April 25 Paper due May 1

¹ This is supposed to be a 2-line link. You may have to type it and put 2 spaces after “Intro