

LRC/HED 605: Qualitative Research Methods
Spring 2016
Mondays 7-9:30, Room 530

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[Please Note: The best way to contact me is by email. Generally I respond within 2 days.]

General Description

This course provides an introductory overview of qualitative research methodologies. It also familiarizes students with common qualitative research approaches used in language and education research, in particular. Through course readings and class discussions, students will consider the epistemological, cultural and linguistic underpinnings of qualitative research. They will also gain: 1) understanding of a range of qualitative research methodologies, and 2) first-hand experience designing and carrying out qualitative research, adopting a specific qualitative methodological approach and set of research methods to address a research question in a setting of their choosing.

Throughout the course, we will pay attention to the ongoing empirical and ethical decisions that qualitative researchers make as they conceptualize, design, and conduct research, as well as sociolinguistic considerations within the research process itself. Students will also design and complete an individual pilot study of their choice as a major component of the course.

Extended Description

The first goal of this class is for students to learn about the foundational assumptions, approaches, and techniques that commonly define qualitative research. A second goal is for students to gain an understanding of how genres of qualitative research differ from one another, and how differences in epistemological assumptions undergirding major genres shape different research designs, and the details and uses of particular research methods and analysis. A third goal is for students gain understanding, through readings, class discussions, and especially the experience of forwarding their own pilot studies, of ways that qualitative researchers clarify their own positions and assumptions, and maintain flexibility and openness to new findings, while making strategic, measured decisions in the initial design and ongoing conduct and presentation of qualitative research to establish the validity and trustworthiness of their studies.

A fourth major goal for the course is for students to gain experience conducting a qualitative pilot study of their own choosing, to be completed within the semester timeframe. We will begin developing these pilot studies starting the first week of class, and regular class discussions and assignments as well as a mid-term research proposal are designed to scaffold the eventual write up and presentation of the studies. To every extent possible, students should choose projects that will be useful to them in future research endeavors.

Another goal of the class is for students to learn how to present and critique qualitative research as developing members of the academic community. Students will be expected to actively participate in regular discussions of the course readings, as well as to share and respond to one another's work-in-progress orally and in writing. Students will also present their research proposals and findings in conference style presentations.

Upon completion of the course, students will be able to:

1. Identify and articulate common methodological orientations associated with qualitative research.

2. Recognize the varying epistemological assumptions undergirding major sub-genres of qualitative research, and the ways these shape researchers' choices about research design and methods.
3. Understand how to use research methods typical of qualitative studies including interviews, participant-observation, and document analysis.
4. Tailor qualitative research designs and methods in relation to specific research questions, epistemological stances, researcher positionality, and sociolinguistic settings.
5. Create ethical consent-gathering procedures as part research, tailoring these procedures so that they are appropriate for particular participants.
6. Write a research proposal for a pilot study using qualitative methods.
7. Conceptualize, design, carry out, and present (orally and in writing) a pilot study that uses qualitative methodologies to address a specific set of research questions.

Required Texts:

Glesne, Corrine. *Becoming Qualitative Researchers: An Introduction*. (5th edition). Pearson.

Seidman, Irving. 2012. *Interviewing as Qualitative Research: a Guide for Researchers in Education and the Social Sciences*. (4th edition). Teachers College Press.

Valenzuela, Angela. 1999. *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*.

Recommended:

Schensul, Stephen; Schensul, Jean & Margaret LeCompte. 1999. *Essential ethnographic Methods: Observations, Interviews, and Questionnaires*. Altamira Press.

Wei, Li & Moyer, Melissa. (Eds.) 2008. *Blackwell guide to research methods in bilingualism and multilingualism*. Wiley-Blackwell.

Additional Readings for the course will be available and assignments will be submitted on the course D2L Site.

Students are also expected to be reading outside of class throughout the semester as part of their independent pilot study.

Policies:

Attendance is required, as is punctuality. Students are expected to come to class with the readings and assignments completed on time, and to be ready to actively engage in discussions and related research design activities in class. More than one absence will result in a lower grade. Incompletes are bad for you and bad for me. They will not be granted with the exception of documented emergencies.

Grading:

Evaluation	Points	Percentage	Estimation of Final Grade
Attendance, D2L posts and Participation	20 points	20%	A = 90 – 100%
Initial Memo on pilot study	5 points	5%	
Analysis of 2 “model” studies	10 points	10%	B = 80 – 89%
Evidence of timely completion of CITI training	5 points	5%	
Research Proposal	20 points	15%	C = 70 – 79%

Interview Transcription and Analysis	10 points	10%
Conceptual Memos 1 and 2	5 points	5%
Final scholarly paper and presentation of pilot study	30 points	30%
TOTAL	100 points	100 %

D = 60 – 69%
F = Below 60%

WEEKLY ASSIGNMENTS AND DUE DATES**Week 1, January 25: Overview of the course and beginning discussion of qualitative research**

Before class, please read the syllabus including all of the assignments for the course, and by 4PM January 25th, please turn in the student survey located on our D2L home page to the course dropbox.

Week 2, February 1: Qualitative research overview, with a focus on ethnographic educational research**Readings:**

Glesne, Chapters 1 and 2 in *Becoming Qualitative Researchers: An Introduction*. (NOTE: As you read chapter 2, be thinking about your pilot study- what kind of study sounds most appeals to you and why?)

TO GET FROM D2L SITE:

-Heath, S. (1982). Educational Ethnography: Defining the essentials in P. Gilmore & A. Glatthorn (Eds.) *Children in and out of school: Ethnography and education*. Center for Applied Linguistics. Study abstract, and Chapter 3 titled "Method: An ethnography of communication" p. 58- 98. From -Skim the following, as well, Moss & Haertel section on educational ethnography, pp. 32-50, paying particular attention to the discussion of data collection, data analysis, reporting, and validation and generalization (starting p. 40).

This week, you will also read closely ONE set of readings around one of the following ethnographic approaches. You will also answer a related set of questions on D2L by Sunday night. When we come to class on Monday you and the other students who read the same readings will have some time to touch base with one another, then you will lead a short discussion in class around key features and possible uses of this methodological approach:

-Autoethnography

-Anderson (2006) Analytic Autoethnography. *Journal of Contemporary Ethnography*. 35(4), pp. 373-395.

-Ethnography of Educational Policy

-Levinson, B., Sutton, M. & Winsted, T. (2009). Education Policy as a practice of power: Theoretical tools, ethnographic methods, democratic options, *Educational Policy*, 23(6), pp. 767-795.

-Ethnography of Bi/Multilingualism

Heller, M. (2008). Doing Ethnography. In L. Wei & M. Moyer. *The Blackwell Guide to Research Methods in Bilingualism and Multilingualism* (pp. 249-262).

-Media Ethnography

-Varis, P. (forthcoming) Digital Ethnography.
-boyd, d. (forthcoming) Making sense of teen life: Strategies for capturing ethnographic data in a networked era.

-Case Study research

-Yin, 2004 Case Study Methods. Draft of chapter for Handbook of *Complementary Methods for Research in Education*, AERA. <http://www.cosmoscorp.com/Docs/AERAdraft.pdf>

Some additional resources:

For those interested in *case studies using mixed methods, and/or transdisciplinary research*:

Moss & Haertel's overview of comparative case study research, 87-93
 Yin, 2012 A very brief refresher of the case study method.

For those interested in *globalization, comparative international education policy research, and/or comparative case study research within and across educational systems.*

Bartlett and Vavrus, (2014). Studying globalization: The vertical case study approach. In Stromquist and Monkman (Eds.) *Globalization and education: Integration and contestation across cultures*, 2nd edition (pp. 119-131). Lanham, MD: Rowman & Littlefield.

For those interested in bi/multilingualism and language development:

Duff, P. (2014). Case study research on language learning and use. *Annual Review of Applied Linguistics*. 34, 233–255.

For those interested in using video as part of ethnographic data collection:

Derry et al, (2010). Conducting video research in the learning sciences: Guidance on selection, analysis, technology and ethics. *Journal of the Learning Sciences*, 19(1), 3-53.

For those interested in media research with youth:

-Jocson, (2015). Critical Media Ethnography: Researching Youth Media. In Paris, and Winn (Eds.) *Humanizing research: decolonizing qualitative inquiry with youth and communities*, pp. 105-123.

Week 3, February 8: Looking more closely at critical approaches and epistemological stances in qualitative research

***Due this week, as well: Evidence of CITI IRB Training Completion (please place a copy of the completion document in the D2L dropbox).**

TO GET FROM D2L SITE:

All read:

- Smith, L.T. (2005) On Tricky Ground: Researching the Native in an age of uncertainty. In N.K. Denzin & Y.S. Lincoln (Eds.) *The SAGE Handbook of Qualitative Research*, (pp. 85-107).

-Solorzano & Yosso. (2002). A Critical Race Theory Methodology. *Qualitative Inquiry*.

-Lather, P. (1986). Research as Praxis. *Harvard Educational Review*, 56(3), pp. 257-277.

-Cochran-Smith, M. and Donnell, K. (2006). Practitioner Inquiry: Blurring the Boundaries of Research and Practice. In *Handbook of Complementary Methods in Education Research*, pp. 503-518.

Students will read 1 of the following, and be ready to give an overview and discuss their articles for others:

-Brayboy, B., Gough, H, Leonard, B., Roehl, R., & J. Solyom. (2011). Reclaiming Scholarship: Critical Indigenous Research Methodologies. In S. Lapan, M. Quartaroli, & F. Riemer, (Eds.), *Qualitative Research: an introduction to methods and designs*, pp. 423-450.

-Brown, K. & Nash, C. (2010) Queer methods and methodologies. Read online via UA Library. Read Introduction (1-24).

-Delgado Bernal, D. (1998). Using a Chicana feminist epistemology in educational research. *Harvard Educational Review*, 68(4), 555–579.

-Torre, M. and Fine, M. (). Researching and Resisting: Democratic policy research by and for youth. From S. Ginwright, P. Noguera, and J. Cammarota (Eds.) *Beyond resistance!: Youth activism and community change*. Routledge.

-Philip, Martinez, Lopez & Garcia, A. (2014). Toward a teacher solidarity lens: Former teachers of color (re)envisioning educational research. *Race, Ethnicity and Education*, 19(1), pp. 182-199.

For those in disability studies: Also see the following call for papers for an upcoming theme issue on -"Reclaiming Disability" in *Critical Qualitative Research* from *Qualitative Inquiry*: http://qix.sagepub.com.ezproxy1.library.arizona.edu/site/includefiles/QI_CFP_Dec2015.pdf

Some additional resources:

For those doing Community Funds of Knowledge research:

-Moll, Luis. (1992). Bilingual Classroom Studies and Community Analysis: Some recent trends. *Educational Researcher*, 21(2), pp. 20-24.

For those interested in teacher-research:

-Lytle and Cochran Smith: Teacher Research as a Way of Knowing, *Harvard Educational Review*, 62(4), pp. 447- 474

For those interested in a discussion of major tenets of Critical Race Theory:

-Moss & Haertel, pages 112- 122.

For those interested in a discussion of major tenets of participant action research:

-Moss & Haertel, pages, 122- 130

Week 4, February 15: Conceptualizing your study

***Due in D2L dropbox by Sunday night, Assignment 1- Conceptual memo discussing your proposed pilot study, positioning and epistemological stance to your research, and thoughts about overall approach.**

Readings:

-Glesne, Chapter 2. Prestudy task: Doing what is good for you.

-Seidman, Chapter 3. Proposing Research: From Mind to Paper to Action.

TO GET FROM THE D2L SITE:

Students will read 1 of the 3 grant proposals on the course website:

- 1) "Wyman_1999_nsf dissertation grant ANON" (critical ethnography of bilingualism)
- 2) "Wyman_2005_faculty small grant ANON" (case study of an unusually high performing school)
- 3) "Wyman_Nicholas_2010_Hopi_Yup'ik_Grant" (collaborative participant action research/critical Indigenous research focused on policy)

Be ready to discuss: A) the qualitative research approach represented, B) the positioning of the researcher(s), C) the use of existing research literature, D) The "should-do-ability" or overall argument for why the particular study is valuable, E) the "do-ability" or feasibility of the study, and pay particular attention to F) how the researcher(s) used preliminary evidence (i.e. things researcher(s) already knew and had learned about the research participants, site, phenomena to be studied, co-researchers, etc.) in their proposals.

Week 5, February 22: Researcher goals, positioning and research ethics

***Due in D2L dropbox before class, to be shared during class: Assignment 2: Critique of 2 “Model” Studies**

Readings:

-Glesne, Chapter 5, The Personal Dimension, and 6 But is it Ethical? in *Becoming Qualitative Researchers: An Introduction*.

-Seidman, Chapter 4, Establishing Access to, Making Contact with, and Selecting Participants, and Chapter 5, The path to Institutional Review Boards and informed consent

TO GET AND READ FROM THE D2L SITE:

-Brayboy, B. and D. Deyhle. 2000. Insider-Outsider: Researchers in American Indian Communities. *Theory Into Practice*, 39(3). pp. 163-169.

-Winn, M. & J. Ubiles (2010). Worthy Witnessing: Collaborative Research in Urban Classrooms. In A. Ball & Cynthia Tyson, (Eds.) *Studying diversity in teacher education*, pp. 295-308.

Additional Resources Under “Sample Consent forms”

-Lay Summary Example: School Board Request

-Pilot Study for Class Consent Form Template

-Additional Example Consent Forms- School/Classroom Ethnography, Teacher-Research in a University Classroom

-Sample disclaimer form for non-taped interviews

Week 6, February 29: Participant observation

Studies

Readings:

Glesne, Corrine. 2006. Chapter 3. Being There: Developing understanding through Participant Observation. In *Becoming Qualitative Researchers: An Introduction*.

TO GET AND READ FROM THE D2L SITE:

-Schensul, Schensul and LeCompte, 1999. 5, Exploratory or Open-Ended Observation in *Essential Ethnographic Methods*.

Students will read ONE of the following. Remembering Glesne’s description of feminist research methodologies and thinking of Glesne, chapter 3, be ready to discuss the researcher’s positioning, overall research goals, her approach to identifying participants and field sites, her choices about methods, and how she developed her relationships and reciprocity with the community studied:

-Norton, B. (2000). Chapter 2 Researching identity and language learning. In *Identity and language learning: Gender, ethnicity, and educational change* (pp. 20-37) Pearson.

-Valdes, G. (1996). Introduction: Between Two Worlds *Con Respeto: Bridging the distances between culturally diverse families and schools*. (pp. 1-13). Teachers College Press.

Week 7, March 7: ** MID-TERM Proposal Presentations ******

***Due in D2L dropbox and presented in class: Assignment 3: Mid-term in the form of a research proposal**

TO GET AND READ FROM THE D2L SITE:

Read the “feedback for research proposal presentations” form. This will also help you plan your presentation.

MARCH 14- SPRING BREAK, NO CLASS.

Things that would be helpful to do this week- work on scheduling interviews, continued observation, reading, thinking about approaches, etc. as relevant for your project, if needed, and take whatever time you need for your well-being as you can, the rest of the semester will go fast!

Week 8, March 21: Learning how to ask: Interviewing

Readings:

-Glesne, Chapter 4. Making Words Fly: Developing Understanding Through Interviewing. In *Becoming Qualitative Researchers: An Introduction*.

-Seidman, Chapter 2, 6-8

TO GET AND READ FROM THE D2L SITE:

-Briggs, Charles. 1992. Listen Before You Leap. Chapter 5 from *Learning How to Ask: a sociolinguistic appraisal of the role of the interview in social science research*. Cambridge University Press. Pp. 93-111.

-Berg, Bruce. Chapter 5. Focus Group Interviewing. *Qualitative Research Methods for the Social Sciences*.

-Memo on our D2L site: "Some additional interview recommendations"

Recommended:

Kivits, Joelle. 2005. Online Interviewing and the Research Relationship. In Hine, Christine (Ed.) *Virtual Methods: Issues in Social Research on the Internet*, pp. 35-50. New York: Berg.

Week 9, March 28: Thick description, emerging concepts, and narrowing/changing the focus****DUE in the D2L dropbox by class time: Assignment 4: Interview Transcription and Analysis****Readings:**

-Valenzuela, Angela. *Subtractive Schooling: U.S. Mexican Youth and the Politics of Caring*. State University of New York Press.

*In class we will discuss fieldnotes, thick description, and how researchers shift research in progress to focus on emerging themes/patterns, discussing examples from Valenzuela, and reading and critiquing sample field notes found on the course website

Week 10, April 4: Managing and Analyzing Data**Readings to complete on your own:**

-Glesne, Chapter 7. Finding Your Story: Data Analysis.

-Seidman, Chapter 8. Analyzing, Interpreting and Sharing Interview Material.

TO GET AND READ FROM THE D2L SITE:

-Bogdan and Biklen, Chapter 5 Data Analysis and Interpretation. In *Qualitative Research for Education: An introduction to theories and methods*. Allyn and Bacon.

Recommended for various types of additional data:

-Erickson. Analysis of Video Data

*In class we will complete a data analysis activity focused on coding and making sense of interview data.

Week 12, April 11: Writing and representing research**Please also use this week to begin working on rough drafts****Readings:**

Glesne, Chapter 8. Writing your story: What the data say.

TO GET AND READ FROM THE D2L SITE:

-Memo: "Talking about emerging themes in your think tanks" [Note- this has some key questions you will use to talk over emerging themes and strategies for next steps with classmates in Week 12 and 13]

-Memo: "Getting to the rough draft" [Note- this answers many common questions that students have about the rough drafts at this point in the semester- please be sure to read this carefully]

*Bring and be ready to share with your think tanks a conceptual memo about what you are collecting and finding in you independent research. Identify at least one emerging theme, and think about how you can explore this theme systematically moving forward in your research.

Week 13, April 18: Dealing with Emerging Questions, Issues of Representation and Ongoing Choices in Analysis and Writing.**Readings:**

For the most part, students will be reading on their own this week to frame final papers, and will spend part of the class sharing initial themes and findings with members of their think tanks.

TO GET, READ and PREPARE FROM THE D2L SITE:

-Fine, M., Weis, L., Weseen, S., & Wong, L. (2003) For Whom? Qualitative research, representations, and social responsibilities. In N.K. Denzin and Y.S. Lincoln, (Eds.) *The landscape of qualitative research* (2nd ed.) Thousand Oaks, CA: Sage, pp. 167-207.

-LeCompte, M. (1993). A framework for hearing silence: What does telling stories mean when we are supposed to be doing science? In McGaughlin, D. & Tierney, W. (Eds.) *Naming silenced lives: Personal narratives and the process of educational change*.

Recommended if you are still stuck and/or intimidated with writing up your findings:

Wolcott, H. (2001). Chapter 2. Getting Going

*Bring and share a second conceptual memo with your think tanks that specifically addresses the questions around the politics of representation posed towards the end of the Fine et al piece. Reflecting on the readings for the week as a whole, also reflect on any additional major choices you are making as a researcher as you identify themes in your data, and write up your analysis, representing your research participants in your writing, while taking into account the points from the readings this week., as well as in week 12.

Week 14, April 25: Presentations and Discussion of Research Projects in Progress. Students continue reading, analyzing and writing on their own.

****** April 28th: ROUGH DRAFT OF FINAL PAPER DUE in the D2L Dropbox (for instructor) and discussion board (for feedback from think tank group members)******

Week 15, May 2 2: Presentations and Discussion of Research Projects in Progress. Students continue reading, analyzing and writing.

Week 16, May 9th: Presentations and Discussion of Research Projects in Progress, Course Wrap Up.

FINAL PAPERS DUE in course dropbox. Wednesday, May 11TH****

Assignment 1: Memo describing your objectives in this course.

Due Date: February 15th

It is common to not be sure what you want to study in early graduate courses. At the same time, for your experience in this course to be as beneficial as possible, it is important that you “hit the ground running” by trying to decide on a topic for a pilot study as early as possible in the course. This should be something that interests you enough to carry you through the semester. Since you do not have the time to spend a semester or more negotiating your position as a researcher with a new community, you will also want to start thinking right away of a research site and topic that will be relatively accessible to you. You will want to begin to have conversations with gatekeepers in those sites, and to spend time in the site to figure out what will be do-able within a semester’s time.

Students in previous courses have done small-scale research studies on topics such as the following, among many others:

- Highly mobile students’ perceptions of their math learning experiences and trajectories
- A comparison of students’ use of bilingualism in a math class and an after-school math program.
- Taiwanese parents’ attitudes and choices about their children’s language learning in after school heritage language program.
- Indigenous heritage language learning opportunities and language ideologies in a local charter school.
- Experiences and perceptions of Latina students in a gifted and talented program in local middle school.
- Itinerant special education teachers’ negotiations of workplace demands and responsibilities.
- Teachers’ beliefs about their work with Native American students in a residential school for Deaf students.
- Action research focused on increasing cross-cultural awareness in a community-based sex-education program
- Collaborative teacher-research focused on improving learners’ awareness of pragmatics in a community-based adult ESL class
- An autoethnography combined with 3 case studies of Indigenous heritage language learners’ strategies for learning endangered languages in graduate school.
- A comparative case study of the ways that international graduate students negotiate English learning experiences at a university center for ESL instruction, out and about on the university campus, and at a local mosque.
- International graduate students applicants’ experiences and negotiations of test anxiety with the TOEFL.
- Teacher-research on the use of children’s literature in a college level foreign language class.
- Inmates’ perceptions of literacy instruction in a prison GED course
- A language and youth culture project focused on White undergraduate students’ experiences and language ideologies in a second year Chinese language course.

In your one page memo, summarize and describe:

- What you are thinking you might do for your pilot study.
- What interests you about the topic.
- Your own positionality vis a vis your possible research participants, field site, topic of study.
- Your epistemological stance towards your research (thinking of the readings from week 2, what approach to knowledge are you taking in your project, and why?)

- How you are thinking you might go about your research, and your “game plan” for getting started.
- The bodies of literature that you plan to start searching in order to ground your research.
- Any major questions or concerns about your research, or help that you feel like you need.

Note: If you are having trouble deciding on a topic, go through these steps and write up the 2 or 3 options that sound the most interesting and do-able at this point.

Assignment 2: Qualitative Research Critique of “Model” Studies

Due Date: February 22nd

In this assignment, you will begin to ask and answer the following questions:

- How do researchers in my field(s) design studies to get an in-depth and grounded view of the target phenomena?
- What choices and approaches do researchers in my field(s) typically make in collecting data?
- How do researchers deal with stumbling blocks or changes of research direction along the way?
- What theoretical and methodological standards and breakthroughs in my field of study exist, and how do they relate my own choices as I lay out my research questions, design and methodology?
- What design, methodological and/or analytical challenges/holes remain in the field?
- In what ways do I want or need to expand/tailor/combine current approaches in my individual study to address my research questions?

While as a class, we will be reading about research processes and looking at some examples of research, as you choose your area of research, it is important that you read, read, and keep reading out of class to figure out: 1) What has been done before in the scholarly areas relevant to your research; 2) How other scholars went about their studies; and 3) What has been found and the theories of the field to date.

For the assignment, you will identify, critique, and reflect on two “model studies” that are the closest qualitative studies you can find at this point in time that reflect the type of study that you wish to conduct. These may be “models” in terms of your own research question, studies with a similar population, or studies where researchers have made some theoretical and/or methodological advance in your field. In your critique, you will analyze what the researchers did, and in what way this is similar or different from what you plan to do in your own study.

Usually any given project will require that researchers become familiar with multiple bodies of literature. You may have already started reading in your future area of research. You may only now be guessing what that area might be. As part of this course, as you develop your research topic, part of the process of your independent research project will be to read, read, read as much as possible to figure out where your small-scale research study fits into the existing scholarly literature.

You will begin by choosing some areas that seem relevant to your questions, and then:

- 1) Do a library search for relevant articles and books, and ask for guidance from the librarians as you choose keywords to use in your search. In your library search, if you find a literature review on your topic, you have struck gold. Read the review, and go find and read the studies that seem most relevant and important. Eventually try to collect and read all of the relevant studies covered.
- 2) Search the top journals in your field for relevant articles. Collect the articles and use the references from the article to find and read additional relevant studies. If you are not sure which journals are relevant, ask your professors, other graduate students and librarians for recommendations.
- 3) Ask your professors and fellow graduate students for recommendations of additional relevant articles and books.
- 4) Search ERIC and dissertation abstracts for extremely relevant studies.

Reading in relevant areas of scholarly research is an ongoing process that you will continue through your graduate studies and beyond. For your first assignment, however, **find and skim at least 10 peer-reviewed**

studies (articles, books or book chapters) in your field and pick the 2 that seem the most relevant and beneficial to you as a beginning researcher. The articles you choose may seem relevant and striking on any number of levels- you may like the epistemological and/or theoretical approach that the researchers took to a relevant topic. You may be interested in the article because of the research methods used by the researchers. You may find the articles relevant because the researcher focuses on a similar processes and/or populations as your upcoming study.

In any case, from the 10 articles that you skim, choose 2 studies that seem like model studies in that they seem the closest to what you might want to do with your own research at this point in time. Read the 2 studies very carefully, and then write a scholarly critique of the studies. The following template for this assignment also appears on the course website.

Template for 605 Critique of “Model” Studies

[Note: articles are relatively short, so sometimes a category or two below will be missing. If so, you may state this in your critique]

Full Citation of Article/Book/Presentation

1. EPISTEMOLOGICAL AND THEORETICAL ORIENTATION OF THE RESEARCH

Briefly describe the epistemological stance, theoretical orientation and research assumptions evident in the research, and the relevant fields of literature identified in the study. (Note, sometimes the epistemological stance is not identified- if not, describe this the best you can)

2. POSITIONING OF THE RESEARCHER(S)

3. RESEARCH QUESTIONS

Identify the major research questions of the study- what were the researchers trying to learn?

Briefly describe the research design- how did the researchers go about

4. RESEARCH DESIGN

Briefly describe the research design- how did the researchers go about their research?

5. SETTING

Identify the study setting/context

6. PARTICIPANTS/DOCUMENTS

Identify, including numbers for each category, the participants and how they were chosen.

7. DATA COLLECTION

Identify the types of data used, specifying where possible specific amounts (numbers of interview, hours of taped observations, types of documents used, etc.) Note if there is any indication that this is standard or novel for your sub-field(s) of research.

8. DATA ANALYSIS

Briefly describe how the data in the study was analyzed.

9. CONCLUSIONS/IMPLICATIONS

Briefly describe the conclusions/findings of the study, and the implications for the field of research.

10. CRITIQUE and REFLECTION

In this section, briefly summarize strengths and weaknesses of the research in any of the categories above. Additionally reflect on the potential and limitations of this study as a “model” study for your own research. Last, comment on the types of research that you might continue to look for as you begin your own research.

Assignment 3: Mid-Term Research Proposal

Due Date: March 7

(Approximately 10 pages in length, though the quality of the information presented is the most important part of this assignment.)

For your mid-term, you will be turning in a written scholarly proposal for your pilot study, and presenting your ideas for your study in class.

Research Proposal

In the proposal, you will include the following information:

1. TITLE

Pick a title that crystallizes the gist of what you plan to study.

2. INTRODUCTION

What do you plan to do and why is it important?

3. CONCEPTUAL FRAMEWORK/LITERATURE REVIEW

What theoretical stances are you taking in your research? What other studies have already been done in the area, what have they found, and where does your question fill a hole in the research literature? In this section, it can be useful to also include preliminary evidence from the site itself, (as in Wyman 1999 and 2005 proposal examples) though this needs to be done strategically and briefly, and is not necessary. Remember- this part of the proposal should make an overall argument for why your study is important, not simply read as a description of what's been done before.

4. RESEARCH DESIGN

Broadly speaking, how are you going to go about doing your study?

What type of study is this? (most all of your studies are exploratory/preliminary qualitative research studies. Beyond this, though, would you consider your study participatory action research, teacher research, collaborative research, youth research, an in-depth interview study, classroom/school ethnography, ethnography of communication, oral history, a narrative study, a critical race study collecting counter-narratives, autoethnography, or one of the other types of research we have read about? Remember these categories don't always fit nicely on a given study, and these categories aren't all parallel. Sometimes studies can also be classified in one or more category, but try to give the reader a sense of how you place this study in relation to others.)

What are your research questions/aims?

5. METHODOLOGY/DATA COLLECTION AND ANALYSIS

What is your researcher positioning?

What will be the research context?

Who will be the research participants/collaborators

What methodology and methods do you plan to use (using citations when possible to show that these are accepted methods)?

How will you approach your analysis?

***Attach interview protocols/surveys as appendices, if you have these ready at this point.**

6. ETHICAL ISSUES

Be sure to include your consenting process.

Include discussion of special research considerations for specific groups (ie tribal IRB protocols, Site authorization permission-gathering processes for specific districts/schools, specific language considerations, etc.)

***Attach draft consent forms/lay summaries as appendices.**

7. FEASIBILITY/VALIDITY ISSUES

What constraints might you encounter in your research? How will you go about working with these constraints?

8. POSSIBLE SIGNIFICANCE

What might we stand to learn from your study and why is it important?

9. Appendices. (Consent forms, interview protocols, other)

Assignment 4: Interview Assignment

Due Date: March 28

Think about and answer in your analysis:

I. Choice of participant:

How did you choose the interviewee? How did the individual compare to the participants you eventually plan to interview for your study? What personal background characteristics are relevant for your study (ie- age, background, etc)?

Keep this in mind as you analyze the usefulness of your set of questions, and your interview as a tool for future use. For example- my pilot interview was with a former student with whom I had a longstanding relationship of trust. As a result, I didn't have to do much initial set-up of the research question. It is common to start with individuals who are like the "low hanging fruit" metaphor- those easiest to gain access to. Then again, even with individuals we know well, shifting into the "researcher" role can be cause for some dissonance and consequent negotiation. To make analysis of early interviews as useful as possible, it is good to reflect on ways in which the interview as an interaction may have been shaped by your pre-existing relationship to the interviewee.

Also be sure to reflect on how the characteristics of the interviewee may have influenced how you set up the interview. Think of a teacher who might be very comfortable with the interview format, versus a marginalized student or community member who may never have been interviewed before. Some interviewee's may have had previous experiences that lead them to be suspicious of the whole idea of an interview. What's your best guess of how the "interview" as a tool for getting information fits in the experience of your interviewee?

II. Introduction of the Study:

Think and reflect upon relevant things that happened before your interview when you first approached the interviewee, and at the beginning of the interview itself.

You might find it useful to develop one or multiple "working scripts"- one to five minute descriptions of your research topic. Be careful that your working script doesn't drag the interview in a certain direction. (For example, in my own case, framing the research topic as "I am interest in learning more about how young people learn and use languages" sent a very different messages than if I had said "I am interested in learning why your group is the first to not use a heritage language that is dying"). Keep track of how you are presenting your research to various parties, to make it easier to track your own initial influence on the interview situation.

For your analysis, report and reflect on the way you introduced your study to your interviewee. What, if any, messages might you have have sent your interviewee about what you were looking for? Identify any places in your interview where you think your interaction may have been influenced by the way in which you initially framed your overall purpose, or messages you may have sent during the interview itself. Assume that your interviewee on one level is giving information, but on another level may be trying to accomplish something else (for example, by trying to figure out what you are after, and/or by trying to finish the interview as quickly as possible by saying what he/she thinks you want to hear or giving minimal responses, etc.) Do you see any evidence of this in your interview?

Reflect on what you did, and how you might frame your research for participants in the future in terms of:

1. Gaining consent.

How did you go about explaining and gaining "informed consent"? Think of our discussion of informed consent as an ongoing interaction, and comment, if necessary, on activating consent after the interview. How might this be different in your study as you move forward?

2. Overall context of the interview. Think of the influence of **location** (ie- interviewing someone at his or her home versus a place of work or at a restaurant.) What was the location of your interview? How, if at all, do you think that influenced the results? What, if any, other things occurred that shaped the interview?

3. **Overall timing and relevant events.** How, if at all, did the place and timing of the interview affect the interaction? Be sure to describe what happened before the interview- did you have tea for an hour? If so, what topics did you discuss and how was that interaction? How did that lead to or change when the actual interview happened? Or, alternately, did you catch a teacher in a rushed lunch break?

If you catch an interviewee after an event that is very present in their minds (ie- think of interviewing a parent after his/her attendance at a heated school board meeting, a student after a protest march or a critical incident in class, or a teacher after his/her performance review with the principal), describe that event and any effect it may have had on the interviewee and the interview.

Also be sure to note any additional events/contextual factors that may have influenced the interview.

Be sure to include any new ideas for how you might set up interviews in your study in the future.

III. Language of your interview, and influence on the interview as an interaction.

- A. **Language choice:** What language(s) were used in the interview? How was language choice negotiated, and how might language choice have shaped the data? This is especially important to note and think about when interviewing people in their second language.
- B. **Linguistic Style-** Did you use language that set up the interview as formal, informal, conversational? Pay attention to how you and your interviewee may have used styles of talking, or style-shifting to perform and/or hide particular identities in your interaction. What kind of phrasing marked your own positioning as a researcher and/or an insider/outsider in the situation? What kinds of *discourse norms* (socially agreed upon ways of speaking) may have influenced your interview? How did you and your interviewee position yourselves in relation to these discourse norms in terms of terminology used and patterns of interaction? (For example, think of discourse styles as well as specific questions about wording). When, if at all, did you find yourself and/or your interviewee styleshifting?
- C. **Voicing and word choice-** How did your interviewee represent the words of others, sending what messages with these voicings? And/or how did your interviewee use specific words to frame the actions of others in particular ways (ex. the principal “chewed me out” versus “reminded me of regulations”). What further insight did these instances give you into his or her positioning and overall stance towards important topics?

IV. Which questions and follow up probes:

A) Totally bombed (think of my example from class when I asked a student how he learned his first language). How did your interviewee respond to the question? What were you trying to get at? How might you reshape this question in the future.

B) Planted ideas in overt or subtle ways. For examples: the question “how does this book stereotype the xxx culture?” plants the idea that the researcher thinks the book is stereotypical. What’s trickier is to analyze when the questions frame answers or plant ideas about the researcher’s expectation in more subtle ways, like my example from class about asking a follow up question to a youth who talked about emptying elders’ honeybuckets, saying “what happens?”

**** Important** It is crucial in analysis of interview data to track how ideas came from you, your interviewee, and from both of you in interaction. Analyze the data accordingly, keeping an eye out for how the overall context and your relationships framed the interaction.**

C) Needed/Need follow-up. It is common to see places where you wish in retrospect that you got more information through a follow-up probe or question. It is also common to see places that you might like to revise interview questions, or design a whole new interview to address some unforeseen information or explore a related topic. Comment on both, where relevant.

D) Worked. How did the question seem to work? What kind of information did it seem to get at that was useful for your research purposes? When, for whom and in what situation might this question work again?

E) Provided unexpected, yet important information for the study or the analysis of this specific interview?

V. Content of the interview-

Think about what the participant said, and what it may tell you about what you are trying to research.

Challenge yourself to think about the information gained in the interview not simply in terms of *truth value* (ie- the person said it, so therefore it must be true, and/or must be what the person believes), but in terms of ideas expressed in particular interactional moments, and ideas to be explored through more interviews and other research methods.

Things that you learn from this interview are initial findings that may or may not be important data depending on *whether and how* they play out across multiple interviews, multiple types of data. What are your tentative ideas about your topic given the outcome of the interview and information in the answers given?

Also think how you might track these ideas through: A) further interviews and B) other types of data collection. (For example- if a youth tells you “we don’t have cliques, we all just hang out and share stories,” Or a teacher tells you, “I always encourage my students to use writing in math class, and it seems to help them get a good sense of the problem” How might this person’s words be framed for you as an interviewer? How would you explore those claims/ideas in follow up interviews? Through observations? Through triangulation with other methods?)

VI. Any other things that you think are important to note.

Overall, remember to think in terms of things that worked, things to explore further, things to be aware of in the future, and things to be improved upon.

Assignment 5: Final write-up of your pilot study

(Approximately 30 pages, though the quality of the information presented is the most important part of this assignment.)

To scaffold this process of writing up your pilot study, you will turn in a rough draft to me as well as others in a writing group for feedback. You will also briefly present your findings as part of a conference-style presentation to the class.

NOTE 1: To practice developing your voice as a writer of research, for sections 1- 7 adopt a tone that is present in the research literature of your field. At the same time, use the suggestions in Glesne to guard against “academese”. In section 8 (epilogue), feel free to use a more personal tone.

NOTE 2: Any and all of the sections below might look very different from your description of what you laid out in your research proposal. Be careful not to simply paste and recycle. Once you have finished your findings and significance sections, go back and make sure that your title, introduction, conceptual framework, and research questions match *what you learned, not just what you thought you might learn*. Dump the old stuff that is not longer relevant, and change both content (framework, literature cited, methods sections, research questions, etc.) and verb tenses (especially future “I will xx” to past “I did xx”) accordingly.

1. TITLE

Try to pick a title that crystallizes the most important thing you learned through your pilot study.

2. INTRODUCTION

What did you research and why is it important?

3. CONCEPTUAL FRAMEWORK/LITERATURE REVIEW

What qualitative research approach did you take in your research? What other studies have already been done in the area, what have they found? What “hole” does your study fill in the research literature? Why is your topic/question important? [Note this lit review should include more and different readings than your initial review for your mid-term proposal- since you are likely to need new references for any new major ideas that emerged, and you have had more time to look for relevant literature].

4. RESEARCH DESIGN

Broadly speaking, what you hoped to learn (goals and research questions), and how you went about your study. Identify your overall methodological approach, key related concepts, and why you chose this approach for this particular study.

5. METHODS SECTION

Describe the research setting, your positioning as a researcher, your research participants, and the methods used.

In this section, as you present your methods and how you went about data collection, through your description of your use of methods, show us:

- 1) How you made your investigation as systematic and thorough as possible within the timeframe given, and
- 2) Any major conceptual changes or new directions that you took along the way as a researcher.
- 3) If you used a survey, observational protocol or an interview protocol, describe it in this section, and include the survey, protocol, etc. as an appendix to the paper.

4) Describe how you analyzed your data.

Keeping in mind the overall tone of methods sections, in this section you will also briefly reflect on how you dealt with feasibility, validity, and/or ethical issues in data collection/analysis and representation. Be sure to describe your consent-gaining process, and anything you did to minimize or deal with ethical dilemmas of data collection. If you used a process for member checking, and/or found ways to give back to the community studied, include a description of those processes, as well. Describe any major constraints encountered in your research, and how you worked within and around these constraints.

6. MAIN FINDINGS

To write this section, first immerse yourself in your data, then go through, code and analyze your data for

- Significant patterns
- Significant differences or variation in the data/discrepant cases.
- Other important things to note relevant to your topic.

Thinking about Hollway and Jefferson's questions for identifying the trustworthiness of findings (Glesne, page 166-168), and Wolcott's words about getting rid of ideas a way to find the main findings, pick the main findings that seem the most robust from what you have collected. Think about your own power to represent the findings in writing up research analysis (this is strongly presented in the Fine and Weis chapter and you can use the questions on p. 63-65 to reflect on your data). Reflect on existing literature and theories, as well, and where your data "has a story" to tell that fills in our overall understanding of your topic. Once you have thought about what you have found, what you think it means, the choices researchers make in representation, and existing research and literature on your topic, then:

Organize and synthesize your data into major subsections. Use subheadings to articulate the categories that emerged in your data and what you made of them (and think about using participants' words for these subheadings as one way to represent an emic perspective). Within each section, describe relevant findings and cite relevant sections of interviews, notes, documents and other sources of data to back up your claims, when appropriate. Be sure to articulate directly what the data demonstrates (as opposed to letting quotes, fieldnotes, etc stand on their own as self-evident).

Remember: identify whether and when you are picking quotes and observations that reflect patterns, possible patterns, and single occurrences, (this will help you guard against cherry-picking data that simply represents what you may have been inclined to think at the outset of your study, since you should have learned something new...) Also identify how your own positioning as a researcher may have shaped the data. As you write your findings, use citations and direct statements to describe where your findings confirm, contradict and/or expand the findings of others.

If you choose to include something of interest that is not a robust finding, identify why it may be significant, (again, in light of what others have said in the literature, as well as any relevant existing areas of debates in research, policy, practice) and how it might be explored more fully in future research. For additional suggestions on writing up this results section, read the handout "Getting to the Rough Draft From Here"

7. POSSIBLE SIGNIFICANCE

For the write up of this study, you will want to be careful to qualify that this is a pilot study, and make your claims for significance accordingly. At the same time, be sure to note ways in which your findings might contribute to research, pedagogy and practice, were they to be confirmed through further study. Also reflect on the ways in which preliminary data might provide the impetus for future research explorations.

8. EPILOGUE AND FURTHER REFLECTION

Reflecting on the choices you have made to date with your pilot study, if you were to start the study afresh, what major things might you do differently? What, if anything would you recommend to a beginning researcher approaching your topic for the first time? If you were to present a “Legend of Cautions” for your preliminary findings as described by Fine and Weis (p. 65), what would it say?

Last, thinking of your answers to all of the above, if you were to continue and build on this pilot study, what choices might you make to turn this into a more substantial research project?

9. Appendices

At the end of your paper, attach consent forms, any surveys, interview protocols, and/or observational protocols used.

Accessibility and Accommodations

Our goal in this classroom is that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center and reasonable accommodations, please visit <http://drc.arizona.edu>.