

EDCI 6280, Spring 2020
Qualitative Research in Education

<i>Location(s):</i>	UNT New College Frisco – Frisco 3 Cohort UNT Universities Center Dallas – UCD 2 Cohort or Online via Canvas
<i>Meeting Dates/Time:</i>	Frisco 3 Cohort: Mondays, 5:30 p.m. to 8:20 p.m. or Online UCD 2 Cohort: Tuesdays, 5:30 p.m. to 8:20 p.m. or Online
<i>Instructor:</i>	Dr. Barbara L. Pazey
<i>Office:</i>	UNT-Denton, Matthews Hall, Suite 218
<i>Phone:</i>	940.565.4897 (office), 440.622.5123 (cell), 469.731.5066 (home)
<i>Email:</i>	barbara.pazey@unt.edu
<i>Office Hours:</i>	Mondays or Tuesdays, 4:30 to 5:30 & virtual appointment / conference

Course Description and Topics

Education research is a complex endeavor that requires a variety of methodological approaches. In **EDCI 6280 Qualitative Research in Education**, students will be focusing on the theory and practice of one qualitative research as a method for understanding and addressing problems of practice pertaining to education. Students will have the opportunity to concentrate their reading in the literature of a particular approach to qualitative investigation such as narrative inquiry (life history, oral history, biography, etc.), case study, phenomenology, participatory action research, and ethnography. We will review the foundations of qualitative design and investigate the history, philosophy, key concepts and terms, and nature of qualitative research. Ultimately, students are expected to (a) read and evaluate qualitative research; (b) examine various components of qualitative research; (c) identify methodological elements and issues that can occur in the process and practice of conducting qualitative research; (d) engage in purposeful critique of traditional qualitative research assumptions and methods; and (e) develop a critical, situated understanding of inquiry and the role/relationship of the researcher to one's research.

The following topics will be discussed: (a) paradigmatic approaches to qualitative research; (b) designing qualitative approaches to research; (c) the ethics of social research and Institutional Review Board (IRB) policies with respect to human subjects; (d) observation, participant observation, in-depth interviewing, and survey method; (e) focus group research; (f) mixed methods research; (g) selection of appropriate design and methods of data collection, (h) positionality, logic and coherency of research procedures/methods; (i) analysis and interpretation of qualitative data; and (j) writing and representation of qualitative projects.

Course Goal and Expectations

To provide each student an opportunity to:

1. Examine and demonstrate skills in ethical dilemmas and issues related to the research process, including issues and processes related to Institutional Review Board certification approval.
2. Identify and explain the range of problems addressed by qualitative research. What is qualitative research? What are the different ways it is conceptualized? How does it define problems? What is the origin of qualitative research?

3. Reflect on one's own presuppositions and subjectivities in regard to the research processes.
4. Specify the units of analysis examined in qualitative research and the nature of the explanations generated. What kinds of human phenomena does qualitative research examine? What goals does it attempt to achieve?
5. Identify the tasks and processes required to formulate appropriate research problems within educational settings, to design relevant qualitative research strategies for examining such problems, to select pertinent data sources, data collection methods, and data analysis methods, and to assess the results of such efforts.
6. Recognize exemplars of qualitative research derived from varying approaches and traditions, identify the goals and presuppositions of the different exemplars, and critically assess the designs for their accomplishment of specified research goals.
7. Develop an understanding of the relationship of educational theorizing to the research process through an examination of a variety of theoretical orientations.
8. Analyze the basic assumptions and implications of the identified research traditions and specify the interrelationships among them.

Required Readings & Learning Resources

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.), Washington, DC: American Psychological Association.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: SAGE.

Hesse-Biber, S. N. (2017). *The practice of qualitative research* (3rd ed.). Thousand Oaks, CA: SAGE

*A journal to record your thoughts; maintain an account of your ongoing experiences and “aha” moments throughout the semester; collect, analyze, and interpret data; and tune into your feelings, personal experiences, feelings, challenges, and growth as you proceed through this course.

Note: Additional required and/or optional research articles pertaining to each chapter topic according to the Hesse-Biber (2017) and Creswell & Creswell (2018) texts will also be assigned. Please check Canvas regularly.

Helpful Resources - Optional

Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Thousand Oaks, CA; Corwin.

Maxwell, J. A. (2013). *Qualitative research design: An interactive approach* (3rd ed.). Thousand Oaks, CA: SAGE

Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). Thousand Oaks, CA: Corwin.

Roberts, C. M., & Hyatt, L. (2019). *The dissertation journey* (3rd ed.). Thousand Oaks, CA: Corwin.

Note: I reserve the right to modify any portion of this syllabus, including course assignments, grading system, due dates, and any other aspects of the course as circumstances may warrant.

Learning Activities and Assignments (approximations, not exact)

Assignment	Points
1a. In Class Discussion, Activities, Participation, 7 classes @ 10 points	70
1b. Discussion Board & Activities, 5 to 8 classes @ 10 or 15 points ≥	≥ 50 to 80
2. Obtaining CITI Certification per UNT Research / IRB Requirements	20
3. Critique of Two Qualitative Research Articles @ 25 each	50
4. Assignments Related to Qualitative Research or Chapter 3	5 to 10
5.a Chapter 3 Draft	100
5b. Chapter 3 Presentation	30
5c. Feedback on 2 Colleagues' Chapter 3 Drafts @ 5 points per colleague feedback	10
Approximate Range of Total Points Possible	≥ 335 to 400

Detailed descriptions and rubrics for some of your assignments are located at the end of the syllabus in an appendix. Descriptions and rubrics for other assignments are forthcoming and will be provided in a separate document.

Grading Policy

The most important criteria for grading are completing all assignments *on time* and *in compliance* with *required timelines/ due dates/ and timeframes*, keeping in mind the importance of *thoughtfulness, completeness, and quality* in all aspects of the course (in-class discussions, online posts, activities, writing, reflections). The effort—process—you put into your assignments will contribute to your success on the final outcome--product. Timeliness is of the essence. As educational leaders, you are expected to be on time with all assignments, discussion posts, and comments. Any late assignments will automatically result in a reduction in points *unless* you have communicated with the instructor *in advance* of the due date and you have received permission from the instructor to submit your assignment after the posted due date.

Discussion board posts are a public display of your learning and thinking. You should write carefully, think about your ideas, and communicate effectively. To produce a coherent post, it is highly suggested you create the post on a word doc, then copy and paste it into Canvas.

Quality of Work and Feedback: As your instructor, I intend to provide feedback on **well-written, polished** drafts of all submissions and major assignments. In some cases, general feedback will be provided as it may not be feasible for me to respond to every one of your posts. As much as possible, however, I will generate additional questions, seeking to extend your thinking; ask you to clarify your position, provide alternative perspectives, and/or require you to add more information or strengthen/revise your writing.

Assignments that are not demonstrably spell-checked, grammar-checked and proofread may either be returned with the expectation that you resubmit the revised assignment within a quick turnaround time (one to two days) or assigned a lower grade. Unacceptable assignments will be assigned a grade of zero or a lower grade. Please note, any opportunity to revise and resubmit your assignment will be provided at the discretion of the instructor. Therefore, you should not assume that you will be given the opportunity to resubmit your assignment for a higher grade. Please note that all of your work for this course must be original (see Academic Integrity Policy).

Letter grades will be allocated according to the following scale:

- 93 to 100 percent = A
- 92 to 85 percent = B
- 84 to 78 percent = C
- 77 to 70 percent = D
- Below 70 percent = F

Course Policies

An important note about online learning: Please remember the major difference when engaging in online classes is that communication is solely by written word. Body language, voice tone, and instantaneous listener feedback found in the traditional classroom are all absent. Please take this into account when contributing messages to a discussion and when reading them. Additional considerations:

- Written communication can easily be misinterpreted so avoid the use of strong or offensive language. For example, using capital letters or several exclamation marks can come across as shouting.
- In general, avoid humor and sarcasm as the absence of facial or voice cues can make it difficult for the reader to comprehend.
- If another classmate makes a statement that you consider to be offensive, discuss it with the professor first. What you may find offensive may have been unintentional and may be cleared up by the professor.
- Think carefully about the content of your text before submitting it. Once the message is sent to the group, there is no taking it back. Poor grammar and spelling errors in your written assignments may result in lost points.

- A blended course, where some class sessions are online, is still a classroom and comments that would be inappropriate face to face are likely to be inappropriate in online classes as well. Please be respectful to both your classmates and your professor.
- Before adding your comments, read the thread of your fellow classmates' comments. You want to relate your comments based on the discussion in progress. If you notice someone has not commented on a particular discussion post, please make every effort to give feedback on that person's post, as it can be interpreted as rude to ignore your classmates' contributions.

Absences: If you miss an onsite class or a week of online class for any reason, you may lose some or all the participation points you might have earned had you participated. Please do not ask for makeup work. You should be able to maintain your desired grade in this class by presenting quality work in all other classes; therefore, makeup or alternative assignments will not be provided. This applies to all classes regardless of whether you have a legitimate excuse for missing the onsite class (such as a conference, a meeting, emergency, etc.). You are allowed one class absence without penalty of points, so please be selective in any classes you may need to miss. No retro-participation points will be awarded, so it is **imperative that you check the Canvas website and your UNT issued email** to make sure you are on top of each assignment and communication.

Late Work Reiterated: Assignments and papers submitted late with a reasonable excuse will be accepted without penalty *only if this is discussed with the instructor before the due date and the instructor has responded giving consent to grading the late submission*. If an emergency situation arises where you will not be able to meet a deadline, you should let me know promptly. Once the due date has closed (after 5:30 p.m. or 11:59 p.m., as stipulated), you will not be allowed to submit the assignment for full credit, so make it a habit to get your assignments prior to the posted deadline date & time.

Accommodations can be made for documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities in a way that does not penalize students who have a valid excuse. Consideration will also be given to students whose dependents experience serious illness. Any work submitted after the due date/time without prior permission will be reduced by one letter grade, then graded in the usual manner (i.e., highest grade possible will be a B grade contingent on quality of A grade work). Any assignment that is submitted beyond 24 hours of the due date will automatically result in a 2nd lowered grade, making the highest possible grade of C. Assignments submitted beyond 48 hours of the due date will not be accepted.

Written Assignments: All papers and other written assignments should be submitted through Canvas unless otherwise noted. I will grade **ONLY** the draft that is uploaded into the system. Double check to ensure your submission is the final version and upload all assignments as a .doc or .docx version attachment. No .pdf or other versions will be accepted or graded. The .doc or .docx version will allow the instructor to provide feedback to you via track changes.



The UNT College of Education

The Educator as Agent of Engaged Learning:

Improving the quality of education in Texas schools and elsewhere is the goal of programs designed to educate future education professionals at the University of North Texas. To achieve this goal, programs leading to administrative licensure and advanced programs at the University of North Texas 1) emphasize content, curricular, and pedagogical knowledge acquired through research and informed practice of the academic disciplines, 2) incorporate the Texas Standards for leadership preparation programs and administrative certification, 3) feature collaboration across the university and with schools and other agencies in the design and delivery of programs, and 4) respond to the rapid demographic, social, and technological change in the United States and the world.

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between the instructor and learner about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced

- programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
 4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
 5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
 6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise. A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK through 20 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

Ethical Behavior and Code of Ethics: The Teacher Education & Administration Department expects its students to abide by the Code of Ethics and Standard Practices for Texas Educators, Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us. These standards are outlined in (a) Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR), Texas Examination of Educator Standards (TExES); and (b) the codes of ethics adopted by professionals in the education field such as the National Education Association (NEA), American Federation of Teachers (AFT), and American Association of School Administrators (AASA).

Submitting Work: All assignments should be submitted via Canvas. Assignments posted after the due date and time will be considered late and points will be deducted from the final grade for that particular assignment.

Grading and Grade Reporting: Grading rubrics for all assignments can be found on the course Canvas website with the assignment. Students are encouraged to review the grading rubrics to guide them in successfully completing all assignments.

Writing Policy: Educators are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a colleague. Your written products – including, but not limited to, papers, discussion posts, and emails – should include appropriate greetings and salutations, accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://writingcenter.unt.edu/welcome-unt-writing-lab>

Teacher Education & Administration

Departmental Policy Statements

Disabilities Accommodation: “The University of North Texas complies with Section 504 of the 1973 Rehabilitation Act and with the Americans with Disabilities Act of 1990. The University of North Texas provides academic adjustments and auxiliary aids to individuals with disabilities, as defined under the law. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please see the instructor and/or contact the Office of Disability Accommodation at 940-565-4323 during the first week of class.”

Observation of Religious Holidays: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible, preferably 1 week in advance.

Academic Integrity: Students are encouraged to review UNT’s policy on Student Standards of Academic Integrity. Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university. For more information, see <https://policy.unt.edu/policy/06-003>

Acceptable Student Behavior: Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <https://deanofstudents.unt.edu/conduct>

Attendance: You are expected to attend all on-site classes and fully participate in all classes, both in class and on-site. At the same time, extenuating circumstances and unexpected events can arise on occasion. It is **imperative** that you inform me as quickly as soon as possible if you are not going to be able to make it to class **on time**. Please email or text me if a last-minute event precludes you from coming to class or if you will be late to class.

Eagle Connect: All official correspondence between UNT and students is conducted via Eagle Connect and it is the student’s responsibility to read their Eagle Connect Email regularly.

Cell Phones and Laptop: Students should silence cell phones when they are in class. Students should refrain from use of laptops or cell phones (texts, emails, or calls) while in class unless the laptop/phone is being used for learning activities associated with the course. In case of an emergency, please step outside to use your phone. *Please note how this is an issue of respect for others including your instructor, your colleagues, and any other guest speakers/visitors to the class.*

SPOT: For all organized class at UNT, students are expected to complete the Student Perceptions of Teaching (SPOT) evaluation system. This brief online survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Collection of Student Work: In order to monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

Six Student Success Messages. The Department of Teacher Education & Administration supports the six student success messages on how to succeed at UNT: (1) Show up; (2) Find support; (3) Get advised; (4) Be prepared; (5) Get involved; and (6) Stay focused. Students are encouraged to access the following website: <https://success.unt.edu>. The site contains multiple student resource links and short videos with student messages

Appendices

Assignment 1: In-Class Discussion and Online Discussion Board Class Participation

Onsite Classes: Complete readings / Big Ideas with Supporting Quotes (page numbers) for each article, prior to class & bring to class

You *must* post online prior to start of class to document the completion of *all of the assigned readings*.
(exception, 1st class, January 13/14)

Points Possible: 70 (Class participation @ 10 points)

Online Classes: Discussion Posts Due Tuesday / Follow-up Posts Due Friday (1st) and Sunday (2nd)

Initial Post Points Possible: 80
(8 discussions or other activities @ 10 points)

Follow-up Posts: Points Possible: 40
(2 follow up posts or other activity comments [2.5 points per comment] @ 5 points)

To ensure you actively engage in each class, the following guidelines are provided:

Onsite classes. For **onsite class sessions**, please come to class, adequately prepared to lead a discussion of all required readings, either through a small-group or whole-class discussion format. You may wish to extract 3 to 5 big ideas expressed across all of the assigned readings and one “Golden Quote” from *each* of the assigned readings to serve as the basis of our class/group discussions and questions. Please bring a printed copy of your big ideas and quotes to class for you to reference during class. *You do not need to post online prior to class.*

Online class/group discussions or activities. For the online class/group discussions, you will be asked to either (a) extract 2 to 3 big ideas and one “Golden Quote” from each of the assigned readings or (b) respond to specific prompts provided by either me, your instructor, or by each of you within your assigned groups. In either case, you will either post your ideas/quotes/responses/thoughts online, via a twitter chat, or as an .doc, .docx upload or posting in response to the assigned activity. The quality and in-depth thinking provided by you on your initial posting as well as the subsequent posts, reactions, or feedback to your classmates’ posts and/or instructors’ posts and questions should be at the same level and depth that would occur if you were physically in class.

Your involvement in the online class discussions and activities are a vital part of the learning process. Ask questions, answer others' questions, contribute your own thoughts, and read others' contributions. The discussion week runs from Sunday through Saturday. You are expected to provide your **initial post** by **Tuesday at 11:59 p.m.**, provide **at least 1 comment prior to the weekend**, and **finish your 2nd post by Sunday at 11:59 p.m.** *Although you are not required to provide an extensive response to those who comment on your initial post, you are expected to demonstrate courtesy and briefly answer any questions they may ask and/or acknowledge their comment.*

If you fail to post your initial post prior to 11:59 p.m. on the respective nights of Tuesday, Friday, Sunday night or all your responses are completed on one day, you will not receive the full amount of designated points for that week. Since discussion boards/activities/online communication/activities are the main form of communication for specific weeks, it is essential that you participate and/or respond thoughtfully to the weekly class discussion as it progresses throughout the week rather than all at one time. As a whole, please **make sure each of your classmates receive a minimum of one reaction post** as a matter of equity and respect for one another.

Rubric for Discussion Posts

Description of Post	Points Possible
<i>Initial and subsequent</i> posts are thoughtful, well-organized, use correct APA style format, contain a summary of the 3 to 5 big ideas extracted from each reading and direct quotations from course materials that support the author's position and/or analyses.	8 to 10 4 to 5
At least one of the posts does not show depth of thought, is poorly organized, does not use correct APA style, and/or does not contain a summary of the main ideas and/or direct quotes from course materials that support the author's position and/or analyses.	4 to 7 2 to 3.5
Author posted 1 or 2 superficial posts. Author did not post the required initial post until the end of the week. Author posted all 3 posts on one day.	0 to 3 0 to 1.5

Assignment 2: Human Subjects Training Requirement
Collaborative Institutional Training Initiative (CITI)

Due: Sunday, February 9th, 11:59 p.m. CST
Points Possible: 25

You must complete this training to engage in any kind of human research. You can access instructions to register for the training online at <https://bit.ly/2Ffu7P9>. When you have successfully completed the training, please scan and upload a copy of your training certificate in the designated assignment provided in Canvas.

Assignment 3: Critique of Two Qualitative Research Articles

Students will identify articles focused on topic of interest to them and of relevance to their research.

Each article should employ a different qualitative approach.

You may start your analysis by drawing from the questions provided below; however, you should dig more deeply for your critique & analysis, drawing from the additional information & documents provided in Canvas under the Mini-Assignments section. Again, I recommend you have 1 or 2 of your colleagues read/provide feedback prior to submission.

APA Reference for Article

Title of Article: Is it effective?

Researcher/s: What can you learn about this person or these people just from the article?

References: Do you recognize any people who are included in the References?

Introduction: Can you tell how the researcher(s) is/are situated? For example, what epistemological stance is/are the researcher(s) taking? Does the introductory material build the case for the research questions or overarching research question (stated or implied) guiding the study or purpose of the study?

Method of the Study: Who are the participants? What is the setting? What procedures were used for collecting data? What procedures were used for analyzing the data? Do you get enough detail about the method of the study that you feel you could replicate it?

Results/Findings: Do you get answers to the question/s raised in the introduction? Are the results “full” enough? If tables or figures are included, do they help you understand the findings? If you’re given tables and figures, do the authors still provide the major findings in the text and not simply refer you to the table or figure? Would some specific examples help?

Discussion/Conclusion: Do the authors recap the major findings and then comment on them? Do they relate their findings to the issues raised at the beginning? Do the authors help you understand the significance of the study? Are you convinced?

The Forum: What do you think about the journal in which this article appeared?

Major Assignment 4: A Collection of Mini-Assignments

Completion of Varying Sections of Chapter 3

Pilot Protocol Related to Study

Pilot Interview/Survey/Observation

Data Analysis & Write up

Other Activity Possibilities that Emerge

Due: Ongoing, 5 to 20 points per assignment possible

Throughout this course, you will be asked to complete various sections of Chapter 3 which will be submitted as mini-assignments, leading up to the completion of your Chapter 3 draft.

For example, for your first assignment you will be asked to strengthen your Problem Statement, Purpose Statement & Research Questions; send them to your colleagues informally for peer review, and, submit them on Canvas by the designated due date/time.

Another assignment will involve a requirement for you to meet with me *at least* once as an online/individualized session. The purpose of this meeting is to allow me to provide feedback on your Chapter 3 before it is due. Meetings can be virtual or in my office. It is your responsibility to schedule the meeting with me.

Another assignment will involve you searching for a dissertation that aligns closely with your dissertation topic as well as a dissertation that incorporates a methodology similar to what you believe closely matches your research design and approach. This may wind up being an in-class assignment that you complete during class time.

Other assignments might include writing a section dedicated to your method, research design, a description and/or rationale for your selected research design; an observation using an informal observation protocol and writeup of your observation applied to a particular theory of your choice or the conceptual framework of your proposed dissertation topic; a draft of your interview protocol or survey; a content analysis of a particular policy, law, or document; a transcription of a particular conversation extracted from an online recording followed by a discourse analysis coding procedures of the conversation; a pilot interview to check the efficacy of your interview questions in terms of your proposed study's purpose and research questions and to practice the actual interview process; coding of a transcript or the transcript of your pilot interview in terms of *a priori* codes aligned with your conceptual framework (CF) or theoretical framework (TF), or your coding may consist of emerging codes independent of your CF/TF; a search for an alternative CF/TF framework that might better assist you in explaining your preliminary findings, and so forth.

In this regard, each of you will help determine and design the specific assignments based on your needs and interests. Possible points for each mini assignment will range from 5 to 20 points. The same expectations of rigor and accuracy applies to each assignment.

Assignment 5: Methodology Chapter, Chapter 3 Draft

Total Possible Points 140

Chapter 3 Presentation Due Monday/Tuesday, April 27/28, Onsite Class, Points 30

Chapter 3 Final Draft Due Wednesday, April 29, 11:59 p.m., Points 100

Chapter 3 Feedback to 2 Colleagues' Drafts @ 5 Due Sunday, May 2, 11:59 p.m., Points 10

The final product for this class is meant to provide you with a draft for chapter 3--which will also help you in completing your qualifying paper/dissertation proposal--and a class presentation of your Chapter 3. For this assignment, you will identify a problem of practice or, if you are pursuing the Ph.D. degree, a problem of practice, research topic, or specific policy/problem that aligns with the topic you have selected as the main focus of your proposed dissertation study.

It may consist of a cultural practice, social construct, educational intervention and/or reform, or any other problem of practice that has emerged from your consideration of a question of practice within your field. What do you know about this topic? Why are you interested in studying it? What do you want to know about it? What ideas do you have about how you might go about studying this practice or construct (i.e. what do you think you will have to investigate or examine to learn more about it)? It is expected that you've read scholarship on this topic during your time in the program.

This methodology chapter should consist of a minimum of 10 and a maximum of 15 pages, double spaced, Times New Roman 12-point font, excluding references. Your chapter should include an introduction and the iteration of the purpose of your study; the research questions; an explanation of the research design, sample, overview of school/district and/or participants; data collection and data analysis processes you expect to utilize throughout the study; positionality and ethical considerations; limitations of the study; and summary.

Rubric for Presentation of Chapter 3 Draft

Criteria	Points
<i>Voice</i> Confident, convincing, honest, articulate	5
<i>Thinking</i> Analyzes, synthesizes, evaluates Provides explanation of how study has potential to provide new knowledge	10
<i>Idea/Content</i> Central idea & content are focused, clear, specific	10
<i>Organization</i> Strong introduction, details fit & align with required sections, end provokes thought	5
Possible Points for Final Project: Oral Presentation of Chapter 3	30

Rubric for Chapter 3 Draft

Task	Points Possible
<p><i>Introduction</i></p> <ul style="list-style-type: none"> • Is there an introduction of the content in the chapter? (optional, may start with purpose statement) • Does the researcher explain the intent/purpose of the research study? • Is the topic introduced? • Are the research questions succinct & aligned with the purpose statement? • Is there an organizing statement or paragraph in the section that lays out what will follow in the rest of the chapter (may be in the beginning but typically at the end)? 	10
<p><i>Method & Research Design</i></p> <ul style="list-style-type: none"> • Is the method & research design identified? • Does the researcher explain why the method lends strength to the study? (this could apply to qualitative, quantitative, mixed-methods approaches) • Are qualitative and/or mixed-methods or quantitative researchers (depending on your research design) cited to give credibility to the selected method? • Is the method/research design explained with a compelling rationale? • Is an overview of the unit of analysis (state, district(s), school(s), individual(s), community, policy, etc.) provided? • Are the participants (general/special education teachers, school/district administrators, students [ELL, EC, SPED, GT, middle school, high school, etc.], parents, etc.), if applicable or the sample and the purpose for why the participants or sample apply [refer to unit of analysis], thoroughly described? • Is an overview provided of the unit of analysis (district/school/)? 	20

17

Task	Points Possible
<ul style="list-style-type: none"> • Is there an adequate explanation of how ethical considerations/trustworthiness will be established (this is normally what goes in the IRB)? For example, how will you ensure the identity of the participants and/or school site is protected [use of pseudonyms]? <p>Other examples: Participants will be able to decline participation without concern for retaliation. Participants can quit their participation at any time. Participants will be given the opportunity to look at the transcript and provide feedback. Information will be coded so all data remains anonymous. Inter-rater reliability will be established through member-checking, triangulation of data, [for example, secondary sources to supplement analysis of primary data sources].</p>	
<p><i>Summary</i></p> <ul style="list-style-type: none"> • Is there a sentence to round out or transition from the chapter and what was just covered? • Is a summary paragraph that states what will happen in the next chapter provided? 	5
<p><i>Overall writing whereby the written product adheres to the following:</i></p> <ul style="list-style-type: none"> • Correct grammar & spelling • Clarity of purpose and intent throughout the chapter • APA format utilized for chapter, tables, figures, headings, in-text citations, and references • Avoids use of passive voice or past tense in 3rd chapter • Addresses what will be done, in future tense 	15
Total Score	100