

University of British Columbia
Faculty of Education, Educational Studies Department
REVIEW OF RESEARCH IN EDUCATIONAL STUDIES:
INTRODUCTION TO QUALITATIVE METHODS
Summer One, 2016

Course: EDST 508A: Review of Research in Educational Studies:
Introduction to Qualitative Methods

Section: 941

Meetings: Tues and Thurs, 4:30 – 7:30pm (May 9th to June 17th, 2015)

Location: PCOH 1011

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Course description

This course is designed to introduce graduate students to qualitative research in general and qualitative research in education more specifically. It starts off by identifying anthropology, sociology and psychology as principal disciplinary origins of qualitative research and makes a link between those disciplinary origins and what has evolved as a comprehensive and diverse field of qualitative research in education. The course moves from origins to a significant historical moment of the relationship between quantitative and qualitative research, namely what has variously been called the "great quantitative versus qualitative debate" and "the paradigm wars" of the Seventies and Eighties and addresses a contemporary phenomenon, namely "paradigm proliferation" in qualitative research. The principal subject matter of the course is an overview of various qualitative traditions/genres and the informed design of proposals for qualitative research exercises. Students are introduced to critical discourse analysis, critical ethnography, phenomenology, action research, case study, grounded theory, narrative and biographical life history. More cutting edge work in qualitative research (e.g. identity based epistemologies and new sites of research such as the internet can also be explored according to students interests). The course also introduces students to the fundamentals of qualitative data collection methods and techniques and includes collection of interview, observation and document data as well as data analysis and reflection on data collection. Students are also taught the steps in designing and writing a proposal for qualitative research studies. The course takes the position and helps students understand that research is neither simply practice nor the application of a neutral set of methods to neutrally identified issues. Rather research is engaged as theoretically informed praxis and inherently political both in terms of its inclusion (or exclusion) of sociocultural difference (race, class, gender, sexual orientation, ability) and paradigmatic positioning. Students are encouraged to articulate a research paradigmatic stance and to take the notion of research as praxis as well as the politics of research into account in their conception, design and conducting of qualitative research.

UBC Policy Concerning Cheating and Plagiarism

Any act of cheating or plagiarism is considered a serious violation of the principle of academic integrity. Students are responsible for familiarizing themselves with the definitions of each and of the possible penalties. See University Calendar or website: <http://students.ubc.ca/calendar>

Outcomes

Through this course students will

1. learn about the origins and history of qualitative research in education
2. learn about "paradigm proliferation" specifically and the relationship between quantitative and qualitative research in general (i.e. politics of research paradigms).
3. have a broad sense of the variety, diversity and breadth of qualitative research and be able to identify several specific traditions/genres (and sub-traditions/genres).
4. be able to identify the fundamental data collection methods of qualitative research- interviews, observations, artifact/document analysis.
5. be able to conduct and reflect on fundamental exercises- interviews, observations and artifact/document collection and analysis.
6. be able to undertake both individual and collaborative exercises in conducting and discussing qualitative research.
7. know about and be able to design and write a proposal for a qualitative research project.
8. learn about and be aware of the politics of research and be able to articulate and defend choices they make in choosing genres/traditions and aspects of the design of specific research exercises.

Required Readings

Cresswell, John. (2012- 3rd edition). *Qualitative inquiry and research design: Choosing among five traditions*. Thousand Oaks: Sage.

Glesne, Corrine. (2014- 5th edition.). *Becoming qualitative researchers: An introduction*. Toronto: Allyn & Bacon.

NEXT TIME NO GLESNE- FIND ESSAYS TO REPLACE TEXTBOOK. KEEP CRESWELL AND ORDER LATEST EDITION AS DESK COPY.

In addition to the above texts, a number of articles are also required reading for the course and can be accessed gratis through UBC library system. Finally, the following six videos are on a variety of issues related to and genres of research and are also course material:

Chris Albani- Telling Stories of our Shared Humanity

http://www.youtube.com/watch?v=nrbiIWD_CxI

Budd Hall and Darlene Clover- Community-Based Research: An Introduction.

<https://vimeo.com/68039712>

Penny Harvey- What is Ethnography? [YouTube video 20minutes]

<http://www.youtube.com/watch?v=PTyBowGKb0Q&feature=related>

Dorothy Smith- Institutional Ethnography by Dorothy [YouTube video- 1hr and 10 min].
<http://www.youtube.com/watch?feature=endscreen&NR=1&v=1RI2KEy9NDw>

Patti Lather - Methodology-2.1: What Do We Do in the Afterward?
<http://www.youtube.com/watch?v=0az2F3sYcGY&feature=youtu.be>
 “Qallunaat! Why White People are Funny. Interview and film. NFB Blog.
<http://ethnographymatters.net/2011/10/24/311/>

Recommended Texts

Denzin, Norman & Lincoln, Yvonna. (Eds.). (4th ed. 2005). *The landscape of qualitative research: Theories and issues*. Thousand Oaks: Sage.

Denzin, Norman., & Lincoln, Yvonna. (Eds.). (4th ed. 2005). *Handbook of qualitative research*. Thousand Oaks: Sage.

Assignments and Evaluation

Attendance and Participation	10% (every class)
Group Interview, Observation, Doc. Collection, Reflect.	40% (due May 26 th)
Lectures	20% (due June 2 nd , 7 th , 9 th)
Topic and Tradition/Genre OR Full Proposal	30% (due June 17 th)

Schedule of Classes

Tues May 10: INTRODUCTIONS, BASICS AND HISTORY OF QUALITATIVE RESEARCH IN EDUCATION

Wright, H.K. (2003). Qualitative research in education: From an attractive nuisance to a dizzying array of traditions and possibilities. *Tennessee Education*, 33, (1), 7-15.

Ch. 1. *Qualitative inquiry and research design* “Introduction”

Ch. 1. *Becoming qualitative researchers* “Meeting Qualitative Inquiry”

Jackson, R.C., Drummond, D.K. & Camara, S. (2007). What is qualitative research? *Qualitative Research Reports in Communication*, 8 (1), 21-28.
<http://dx.doi.org/10.1080/17459430701617879>

Thurs May 12: POLITICAL HISTORY OF QUALITATIVE RESEARCH IN EDUCATION: “THE PARADIGM WARS”

Smith, J. (1983). Quantitative versus qualitative research: An attempt to clarify the issue. *Educational Researcher*, 12, 6-13.

Howe, K. (1988). Against the quantitative-qualitative incompatibility thesis (or, dogmas die hard). *Educational Researcher*, 17 (98), 10-16.

Smith, J. & Heshusius, L. (1986). Closing down the conversation: The end of the quantitative-qualitative debate among educational inquirers.

Educational Researcher, 15 (1), 4-12.

Gage, N. (1989). The paradigm wars and their aftermath. *Educational Researcher*, October.

Further Reading:

ch. 1 of *Handbook of Qualitative Research*

ch. 2 of *Handbook of qualitative research*

Tues May 17: DESIGN, PROCESS AND FORMS OF DATA AND DATA COLLECTION: THE INTERVIEW

Ch. 2 of *Becoming Qualitative Researchers* “Prestudy Tasks: What is Good for You”

Ch. 4 of *Becoming Qualitative Researchers* “Making Words Fly: Developing Understanding Through Interviewing”

Ch. 3 of *Qualitative inquiry and research design* “Designing a Qualitative Study”

Meho, L. (2006). E-mail interviewing in qualitative research: A methodological discussion. *Journal of the American Association for Information Science and Technology*, 57 (10), 1284-1295.

Further Reading:

UBC BREB Interview and Focus Group Study UBC BREB Expert Interview Study

<http://research.ubc.ca/ore/breb-forms-guidance-notes>

Rapley, T.J. (2001). The art(fullness) of open-ended interviewing: Some considerations on analyzing interviews. *Qualitative Research*, 1 (3), 303-323.

Chenail, R. (1997, July). Interviewing exercises: Lessons from family therapy.

The Qualitative Report [On-line serial], 3 (2)

<http://www.nova.edu/ssss/QR/QR3-2/chenail.html>

Scheurich, J. (1995). A postmodernist critique of research interviewing. *Qualitative Studies in Education*, 8 (3), 239-252.

***Thurs May 19: DESIGN, PROCESS AND FORMS OF DATA AND DATA COLLECTION: (PARTICIPANT) OBSERVATION**

Ch. 7 of *Qualitative inquiry and research design* “Data Collection”

Ch. 3 of *Becoming Qualitative Researchers* “Being There: Developing Understanding Through Participant Observation”

Levine, H., Gallimore, R., Weinsner, T. & Turner, J. (1980). Teaching participant-observation research methods: A skills-building approach. *Anthropology & Education Quarterly*, 11 (1), 38-54. <http://www.jstor.org/stable/3216611>

Savvides, N., Al-Youssef, J., Colin, M., & Garrido, C. (2014). Journeys into inner/outer space: Reflections on the methodological challenges of negotiating insider/outsider status in international educational research. *Research in Comparative and International Education*, 9 (4), 412-425.

Further Reading:

Wragg, E.C. (1994). *An introduction to classroom observation*. Routledge.

Ponterotto, J. (2006). Brief note on the origins, evolution, and meaning of the qualitative research term thick description. *The Qualitative Report*, 11 (3), 538-549.

<http://nsuworks.nova.edu/tqr/vol11/iss3/6>

Spradley, J.P. (1980). *Participant Observation*. New York: Holt, Rinehart & Winston.

Tues May 24: FORMS OF DATA AND DATA COLLECTION AND ANALYSIS: ARTIFACT / DOCUMENT COLLECTION, DATA ANALYSIS.

Bowen, G.A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9 (2), 27-40.

Ch. 7 of *Becoming Qualitative Researchers* "Finding Your Story: Data Analysis"

Anyon, J. (1979). Ideology and United States history textbooks. *Harvard Educational Review*, 49 (3), 361-386.

Ch. 8 of *Qualitative inquiry and research design* "Data Analysis and Representation"

Further Reading:

Seidel, J. (1998). Qualitative data analysis. *Qualis Research*.

www.qualisresearch.com

Ch. 34 of *Handbook of Qualitative Research*

Express Scribe: <http://www.nch.com.au/scribe/>

Thurs May 26: RESEARCH PARADIGMS AND QUALITATIVE TRADITIONS

Ch. 4: of *Qualitative Inquiry*. "Five Qualitative Traditions of Inquiry."

Jacob, E. (1988). Clarifying qualitative research: A focus on traditions. *Educational Researcher*, 17 (1), 16-24.

Baronov, D. (2004). Navigating the hidden assumptions of the introductory research methods text. *Radical Pedagogy*.

Greene, M. Epistemology and educational research: The influence of recent approaches to knowledge. *Review of Research in Education* # 20. Washington, DC: AERA, 423-464.

Assignment One Due (gp. interview, observation, document collection, reflection)

***Tues May 31: PARADIGM PROLIFERATION IN QUALITATIVE EDUCATIONAL RESEARCH**

Donmoyer, R. (2006). Take my paradigm...please! The legacy of Kuhn's construct in educational research. *International Journal of Qualitative Studies in Education*, 19 (1), 11-34.

Lather, P. (2006). Paradigm proliferation as a good thing to think with: teaching research in education as a wild profusion. *International Journal of Qualitative Studies in Education*, 19 (1), 35-58.

Dillard, C. (2006). When the music changes, so should the dance: cultural and spiritual considerations in paradigm 'proliferation.' *International Journal of Qualitative Studies in Education*, 19 (1), 59-76.

Wright, H. (2006). Qualitative researchers on paradigm proliferation in educational research: a question-and-answer session as multi-voiced text. *International Journal of Qualitative Studies in Education*, 19 (1), 77-96.

Further Reading:

Demerath, P. (2006). The science of context: modes of response for qualitative researchers in education. *International Journal of Qualitative Studies in Education*, 19 (1), 97-114.

Nespor, J. (2006). Morphologies of inquiry: the uses and spaces of paradigm proliferation. *International Journal of Qualitative Studies in Education*, 19 (1), 115-128.

***Thurs June 2: TRADITIONS OF QUALITATIVE RESEARCH: CRITICAL DISCOURSE ANALYSIS AND CRITICAL ETHNOGRAPHY.**

van Dijk, T. (1993). Principles of critical discourse analysis. *Discourse and Society*, 4 (2), 249-283.

Bukhari, N. & Xiaoyang, W. (2013). Critical discourse analysis and educational research. *ISOR Journal of Research and Method in Education*, 3 (1), 9-17.

Anderson, G. (1989). Critical ethnography in education: Origins, current status, and new directions. *Review of Educational Research*, 59 (3), 249-270.

Foley, D. (2002). Critical ethnography: the reflexive turn. *Qualitative Studies in education*, 15 (5), 469-490.

Appendix E from *Qualitative Inquiry*

Further Reading:

Phillips, L. & Jorgensen, M. (2002). *Discourse analysis as theory and method*. London: Sage.

Thomas, J. (1993). *Doing Critical Ethnography*. Qualitative Research Methods Series 26. London: Sage.

Ch. 21 of *Handbook*

Stratta, T. (2003). Using ethnographic methods in cross-cultural research. *TN Ed*, 33 (1)

Simon, R. & Dippo, D. (1986). On critical ethnographic work. *Anthropology & Education Quarterly*, 17, 195-202.

Phillips, N. & Hardy, C. (2002). *Discourse Analysis: Investigating processes of social construction*. SAGE. Qual Research Methods Series vol. 50.

Assignment Two: Lecture

Tues June 7: TRADITIONS OF QUALITATIVE RESEARCH: NARRATIVE AND BIOGRAPHICAL LIFE HISTORY.

Connelly, F.M. & Clandinin, D.J. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19 (5), 2-14. <http://www.jstor.org/stable/1176100>

Jovchelovitch, S. & Bauer, M.W. (2000). Narrative interviewing. London: LSE Research Online. <http://eprints.lse.ac.uk/2633>

appendix B from *Qualitative Inquiry*: "Narrative Research Study."

Goodson, I. (2001). The story of life history: Origins of the life history method in sociology. *Identity: An International Journal of Theory and Research*, 1 (2), 129-142. http://dx.doi.org/10.1207/S1532706XID0102_02

Oakley, A. (2010). The social science of biographical life-writing: Some methodological and ethical issues. *International Journal of Social Research Methodology*, 13 (5), 425-439. <http://dx.doi.org/10.1080/13645571003593583>

Further Reading:

Ch. 22 of *Handbook*

ch. 25 of *Handbook*

Hatch, J.A. (2003). Narrative research: Telling stories of stories. *Tennessee Education*, 33 (1), 16-19.

Antoinette Errante. (2000). But Sometimes You're Not Part of the Story: Oral Histories and Ways of Remembering and Telling. *Educational Researcher*, 29 (2) 16-27.

Paul Luken & Suzanne Vaughan. (1999). Life history and the critique of American sociological practice. *Sociological Inquiry*, 69 (3), 404-425.

Chris Albani- Telling Stories of our Shared Humanity

http://www.youtube.com/watch?v=nrbiIWD_CxI

Assignment Two: Lecture

**Thurs June 9: TRADITIONS/GENRES OF QUALITATIVE RESEARCH:
PHENOMENOLOGICAL STUDY, GROUNDED THEORY STUDY.**

Groenewald, T. (2004). A phenomenological research design illustrated. *International Journal of Qualitative Methods*, 3 (1). <http://hdl.handle.net/10500/2573>

appendix C from *Qualitative Inquiry*: “A Phenomenological Study”

Piantanida, M., Tananis, C. & Grubs, R. (2004). Generating grounded theory of/for educational practice: The journey of three epistemorphs. *International Journal of Qualitative Studies in Education*, 17 (3), 325-346.

appendix D from *Qualitative Inquiry*: “Grounded Theory Study”

Further Reading:

Hector, M. (2003). Phenomenology, research, and counseling psychology. *Tennessee Education*, 33 (1), 25-31.

Moran, D. (2000). *Introduction to phenomenology*. New York: Routledge.

Mills, J., Bonner A. & Francis, K. (2006). The development of constructivist grounded theory. *International Journal of Qualitative Methods*, 5 (1), 25-35.

Strauss, A., & Corbin, J. (Second Ed., 1998). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. Thousand Oaks: Sage.

Assignment Two: Lecture

**Tues June 14: TRADITIONS/GENRES OF QUALITATIVE RESEARCH:
ACTION RESEARCH, CASE STUDY**

Smith, C. Bratini, L, Chambers, D-A, Jensen, R. & Romero, L. (2010). Between idealism and reality: Meeting the challenges of participatory action research. *Action Research*, 8 (4), 407-425.

Greenwood, D., White, W.F. & Harkavy, I. (1993). Participatory action research as a process and as a goal. *Human Relations*, 46 (2), 175-192.

CHANGE- THIS ESSAY IS BORING. NEED ONE THAT INTRODUCES PAR.

Stake, R. (1978). The case study method in social inquiry. *Educational Researcher*, 7 (2), 5-8.

appendix F from *Qualitative Inquiry*. “A Case Study.”

Further Reading:

McNiff, J. (2013- 3rd edition). *Action research: Principles and practice*. New York: Routledge.

Greenwood, D & Levin, M. (1998). *Introduction to action research: Social Research for social change*. Thousand Oaks: Sage.

Smyth, J. (1984). *Clinical Supervision: Collaborative Learning About Teaching: A Handbook*. Victoria: Deacon University Press.

Basse, M. (1999). *Case study research in educational settings*. Buckingham: Open University Press.

Budd Hall's streamed video lecture "Contemporary Trends in Participatory Research"

Thurs June 17: WRITING UP A (PROPOSAL FOR A) QUALITATIVE STUDY

Ch 9 of *Qualitative Inquiry*

Ch. 8 of *Becoming Qualitative Researchers*

Appendix A of *Becoming Qualitative Researchers*.

Further Reading:

Ch. 9 of *Becoming Qualitative Researchers*

final assignment due

Final Assignment Option 1: Design and write a proposal for a qualitative study

OR

Final Assignment Option 2: Identify a topic of interest and describe and justify a qualitative research tradition/genre you would use to address it.

POSSIBLE LECTURE THEMES AND READINGS

FEMINIST RESEARCH

Stacey, J. (1988). Can there be a feminist ethnography? *Women's Studies International Forum*, 11 (1), 21-27.

Fine, Michelle. (1994). Dis-stance and other stances: Negotiations of power inside feminist research. In Andrew Gitlin (ed). *Power and Method: Political Activism and Educational Research*. New York: Routledge.

Hermes, J. (2000). Of irritation, texts and men: Feminist audience studies and cultural citizenship, *International Journal of Cultural Studies*, 3 (3), 351-367.

Lather, Patti. (1991). *Getting Smart: Feminist Research and Pedagogy With/In the Postmodern*. New York: Routledge.

ABORIGINAL RESEARCH

Ch. 4 of *Handbook*

Ch. 5 of *Handbook*

Transken, S. (2005). Meaning making & methodological explorations: Bringing knowledge from British Columbia's First Nations women poets into social work courses. *Cultural Studies ↔ Critical Methodologies*, 5 (1), 3-29.

Maina, F. (2003). Indigenous "insider" academics: educational research or advocacy? *The Canadian Journal of Native Studies*, 23 (2), 207-226.

<http://ethnographymatters.net/2011/10/24/311/>

"Qallunaat! Why White People are Funny. Interview and Film. NFB Blog.

PRESENT MOMENT AND FUTURE OF QUALITATIVE RESEARCH

Wright, H. (2006). Are we (t)here yet? Qualitative research in education's profuse and contested present. *International Journal of Qualitative Research in Education*, 19 (6), 793-802.

Lather, P. (2006). Foucauldian scientificity: Rethinking the nexus of qualitative research and educational policy analysis. *International Journal of Qualitative Research in Education*, 19 (6), 783-791.

Ch. 43 of *Handbook*

Epilogue of *Handbook*

INTERNET QUALITATIVE RESEARCH

- Gibbs, G., Friese, S., Mangabeira, W. (2002). The use of new technology in qualitative research: Introduction to Issue 3, 2 of FQS. *Forum: Qualitative: Social Research*, 3 (2).
- Holge-Hazelton, B. (2002). The internet: A new field for qualitative inquiry? *Forum: Qualitative: Social Research*, 3 (2).
- Brampton, R. & Cowton, C. (2002). The e-interview. *Forum: Qualitative: Social Research*, 3 (2).
- Meho, L. (2006). E-mail interviewing in qualitative research: A methodological discussion. *Journal of the American Society for Information Science and Technology*, 57 (10), 1284-1295.

INSTITUTIONAL ETHNOGRAPHY

- Widerberg, K. (2004). Institutional ethnography- Toward a productive sociology: An interview with Dorothy Smith. *Sociologisk Tidskrift*, 12 (2)
- Deveau, J.L. (2008). Examining the institutional ethnographer's toolkit. *Socialist Studies*, 4 (2),
- Grahame, P. (1998). Ethnography, institutions, and the problematic of the everyday life. *Human Studies*, 21, 347-360.
- “Institutional Ethnography” by Dorothy Smith [YouTube video- one hour and 10 minutes].

<http://www.youtube.com/watch?feature=endscreen&NR=1&v=1RI2KEy9NDw>

Further Reading:

- Smith, Dorothy E. (2012). *Institutional ethnography: A sociology for people*. Lanham, MD: AltaMira Press.

THE POLITICS OF RESEARCH

- Wright, H. (2006). Are we (t)here yet? Qualitative research in education's profuse and contested present. *International Journal of Qualitative Research in Education*, 19 (6), 793-802.
- Levison, B. (1999). (How) can a man do feminist ethnography of education? *Qualitative Inquiry*, 4: 337. DOI: 10.1177/107780049800400303
<http://qix.sagepub.com/content/4/3/337>
- Pillow, W. (2002). When a man does feminism should he dress in drag? *Qualitative Studies in Education*, 15 (5), 545-554.
- Rhee, J. (2013). Methodology of leaving America for Asia: Reading South Korea's social studies textbooks through Chan Kuan-Hsing's Asia as Method. *Qualitative Research in Education*, 2 (3), 328-354.
- Foley, D. Levison, B, Hurtig, J. (2000). Chapter 2: Anthropology goes inside: The new educational ethnography of ethnicity and gender. *Review of Research in Education*, 25:37.
DOI: 10.3102/0091732X025001037 <http://rre.sagepub.com/content/25/1/37>

ASSIGNMENTS

Make and Keep Copies of All Materials and Papers
Late assignments will be docked two percentage points a day.

ATTENDANCE AND PARTICIPATION: (EVERY CLASS) 10%

It is important that you attend, are punctual and participate fully in class discussions. Learning about qualitative research is about discussing both the theory and the practice of conducting and reflecting on the process. Without your presence and your informed input in discussions both your own learning and the seminar are compromised. It is imperative, therefore, that you attend class, are on time, do the required readings, contribute from an informed perspective (based on readings and your reflections) to class discussions, demonstrations, etc. A&P grade will be based on attendance and frequency and quality of participation. Two percentage points will be deducted for every instance of absence without valid excuse and prior notification of the instructor.

ASSIGNMENT ONE: DATA COLLECTION/REFLECTION (Due May 26) **Working in a small group conduct a semi-structured interview, an observation and document collection AND reflect on the process of conducting them. Details follow:**

Semi-Structured Interview (10%)

The semi-structured interview is a chance for you to practice the interviewing skills you will be taught. You will select a subject/participant to interview, secure permission to conduct the interview (write up an informed consent form and have participant sign it), identify an overall theme or topic on which to base the interview, provide a breakdown of some of the sub-topics, draw up an interview protocol, conduct the interview (audio tape recorded or video recorded, approximately 30 minute duration), transcribe a section of the interview (around 5 type written pages), identify themes from the interview (actual quotes to illustrate the theme enhance the point). Submit all written material with report.

Observation (10%)

This is an exercise that gives you an opportunity to practice your observation skills. You will conduct and write up an observation (of approximately one hour duration). This will involve selecting a site for observation, securing permission to conduct the observation (if applicable, and if possible get this in written, signed form), entering and being in the field, observing, taking field notes, taking self reflective field notes (observer/participant continuum), audio or video taping activities at the site (this is optional), review tapes (if applicable), identify themes from observation. Write a "thick description" of what you observed. Submit all written material with final report (only final report has to be type written).

Document and/or Artifact Collection (10%)

The document/artifact collection exercise is a way for you to undertake an exercise you have done many times as a student but this time with an approach and purpose of making the documents into data. This involves collecting a number of documents (pamphlets, handouts, newspaper clippings, brochures, etc) about a specific topic. You should collect

10 items in total. If your topic makes it feasible, you can collect artifacts as part of the 10 items. You should “read” the documents, identify and write up a few central themes that you see arising from them. Use at least one quote from the literature to support your identification of each theme.

Reflection (10%)

In an essay of about 8 pages, write a reflection on conducting the interview, observation and document collection exercise. In your essay cover such issues as what you think went well and what did not, what happened as expected and what was unexpected, how you felt overall about the exercises and if you had the opportunity to do them again what you might do differently. Address what it was like to do research collaboratively. This reflective piece is quite important as it gives you and me an idea of your progress toward becoming researchers.

ASSIGNMENT TWO: LECTURE (Due June 2, 7, 9):

20%

Course participants will be divided into three groups and each group will provide a **lecture** on a qualitative research theme from the list of possible topics or another topic (approved by instructor). The work includes a **presentation session** which will last about an hour (includes presentation and question & answer session) as well as a **written report** (outline of the presentation- e.g. copy of powerpoint, points made, full set of references). A substantial part of grade will be based on presentation and critique of the theme and readings and rest of the grade will be based on organization of the lecture, opportunity for class participation, bibliography.

ASSIGNMENT THREE: Choose Option 1 or 2 (DUE June 17): 30%
Please Indicate Clearly on Title Page Which Option You are Addressing

Option One: Design and write up a proposal for a qualitative study of a specific topic.

Your paper should be about 15 pages long (not including title page and references) and should include the following:

- **a title**- one which indicates what your topic is and preferably includes what your methodology is as well.
- an **introduction** (to topic and perhaps to you and your connection to/interest in topic).
- a **topic statement** which captures the topic/question of your research in one sentence
- a statement of the **purpose** of your study
- a statement of the **significance** of your study
- a statement of the **rationale** for your study
- an abbreviated **literature review** (engaging the literature not just setting it down).
See www.languages.ait.ac.th/EL21LIT.HTM for solid basic guide to writing literature reviews.
- **pilot study** (if applicable) or any preliminary experience related to topic and methodology.
- discussion of **methodology** (paradigm- ontology, epistemology, axiology; selection and defense of tradition; methods- forms of data, research site (if applicable), number and characteristics of participants, process of research and time lines, budget estimates).
- a **conclusion**.
- be sure to take care of the **details** (use APA, paginate your essay, have a title page, proper list of references, do spell check, use **language of qualitative research**)

Option Two: Identify a topic of interest and select and justify a qualitative research tradition you would use to address it. Your essay should be about eight pages long (not including title page and references). What **paradigm** do you subscribe to and what does that mean for your **ontology, epistemology, axiology** as well as your selected **tradition/genre** (and if applicable, even your sub-tradition/genre)? Defend your choice primarily in light of the **other traditions** of qualitative research (refer to quantitative research only if appropriate). In other words what are the **characteristics** of the (sub)tradition you have selected and what makes it a better choice than other traditions and sub-traditions you could have chosen? What are the characteristics of other traditions that make them not as good choices or perhaps almost as good choices for your topic? What is it about **you** (ideologically, politically, your values, in other words your **axiology**) that has contributed to your selection of the tradition you have chosen?

**FURTHER READING FOR TRADITIONS / GENRES / APPLICATIONS
OF QUALITATIVE RESEARCH**

- Hatch, J. A. (2002). *Doing qualitative research in educational settings*. Albany: SUNY Press. **[good introductory, clearly written, educational settings]**
- Weis, L., & Fine, M. (2000). *Speed bumps: A study-friendly guide to qualitative research*. NY: Teachers College Press. **[good introductory text, clearly written]**
- Denzin, N. & Lincoln, Y. (Eds.). (1998). *The landscape of qualitative research: Theories and issues*. Thousand Oaks: Sage. **[has some of the essays in *Handbook* but best for theory/issues]**
- Denzin, N. & Lincoln, Y. (Eds.). (1998). *Strategies of qualitative inquiry*. London: Sage. **[good collection for various approaches to qualitative research]**
- Mason, Jennifer. (1996). *Qualitative researching*. London: Sage. **[conducting qual research in education in general]**
- Lancy, D. (1993). *Qualitative research in education: An introduction to the major traditions*. New York; Longman. **[major traditions mostly by discipline- anthropology, sociology, biology]**
- McCracken, G. D. (1988). *The Long Interview*. Newbury Park: SAGE. **[interview research]**
- Hammersley, Martyn., & Atkinson, Paul. (1983). *Ethnography: Principles in practice*. New York: Routledge. **[conducting ethnography]**
- Carspecken, Phil. (1996). *Critical ethnography in educational research: A theoretical and practical guide*. New York: Routledge. **[critical ethnography]**
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- Andrew Gitlin (Ed.) (1994). *Power and Method: Political Activism and Educational Research*. New York: Routledge.
[social difference and social justice issues in educational research]
- Morwenna Griffiths. (1998). *Educational Research for Social Justice: Getting Off the Fence*. Buckingham: Open University Press. **[social justice research]**

SOME USEFUL ONLINE RESOURCES FOR RESEARCH

Community Based Research Canada <http://communityresearchcanada.ca/home>

Internet Ethics Research. *Stanford Encyclopedia of Philosophy*.
<http://plato.stanford.edu/entries/ethics-internet-research/>

UBC BREB. Behavioural Consent Form Guidelines
<http://research.ubc.ca/ore/breb-forms-guidance-notes>

UBC BREB Interview and Focus Group Study UBC BREB Expert Interview Study
<http://research.ubc.ca/ore/breb-forms-guidance-notes>

BREB. (2008). How to submit a new human ethics application. Behavioural Research Evaluation Board, UBC.
<http://www.ubc.ca/search/index.html?q=how+to+submit+human+ethics+application>

STUDENT PROFILES

Nasim Peikazadi. My name is Nasim Peikazadi and I just finished my **first year of PhD in EDST**. I got an MEd in Art Education from EDCP at UBC and my background education is in Arts (Textile design and Art research). I worked as a teacher and educational material developer for several years in Iran and at UBC I have worked as TA, RA and international students academic guide along my studies. I'm interested in doing research in the area of internationalization of higher education specifically looking at incorporating social justice in international education. Recently, I've been involved in research about community service learning in the Canadian context.

Susan Vickers, EDCP, Postdoctoral Fellow. While **completing my PhD in chemistry** I was disappointed to learn that chemistry is underrepresented in museums compared to the other major sciences. I think chemistry is awesome and important so I became interested in increasing the quality and quantity of chemistry education in science museums. This led me to my current position as a postdoctoral fellow in collaboration with Science World BC. I am investigating how the public's perception of chemistry is affected by different styles of live stage shows viewed in a science museum and how these opinions are constructed. Hopefully my research will provide an understanding of how to better communicate chemistry to the public in informal settings. Because my PhD was in materials chemistry I have limited experience with qualitative research. I have conducted some interviews over the last six months, but I would like to improve my knowledge of different methodologies and learn the best ways to analyze my data.

Ran Xiang---second year MA student in Educational Studies. My research interests are identity politics, diaspora and migration, aesthetics, cultural studies. I have taken a directed study course on Ethnography and two of the required theory/methodology courses for MA students in EDST. What I am hoping to achieve during this course is to get my thoughts organized for my PhD topic and develop a version of the proposal that is specific for scholarship application.

My name is **Parvinder Dhariwal- PhD Student in Educational Studies** and my proposed research topic involves the preservation and progression of the Punjabi language in the Vancouver Diaspora. I also hope to explore the challenges the Punjabi language faces in the public/private school system in regards to facilitation and teaching. My academic background is in Asian Studies where I focused on three contemporary works of Punjabi literature. I have been teaching Punjabi Conversation classes for over 6 years and have taught Introductory Punjabi classes at SFU. I have recently transferred to the Education department from Asian Studies. I am quite eager about taking this course as interviews are going to be a very important part of my methodological research. I am looking forward meeting all of you and learning about your research interests.

Yinan Zheng - EDST 1st year MA in Adult Learning and Education

My research interest is education for Chinese rural to urban migrant women. I intend, from a critical or feminist perspective, to conduct a case study of an existing Chinese arts-based educational program for migrant women, investigating to what extent the program helps migrant women realize and explore their disadvantages (oppressive situations) in urban employment and life by making and displaying individual and collective arts based on their lived migrating experiences, raises their awareness of the structural roots (e.g. gender, class, and the intersection of multiply factors) of their oppression in cities, and develops their resilience for individual and social changes. My plan is to volunteer for the program for a month and hopefully become integrated into the women learners. And then I start my research using participant observation, focus group, and analysis of artifacts. I have completed EDST 571, but not had research experience.

My name is **Leticia Pamela Garcia (Pam)** and I am a **first-year PhD student in the department of Educational Studies**. I was born in El Salvador, and raised by a beautiful single mother in the Vancouver area. I have two brothers, and a large extended family, with whom I share a very close relationship. I am the first in my family to complete a four-year degree in North America, and the first in my family to pursue a graduate level education. For my undergraduate studies, I completed a B.A. in International Studies and Anthropology, with a specialization in political, social and cultural movements in the United States and Latin America, at the University of North Carolina at Chapel Hill (Go Tar Heels!). I attended UNC as a Morehead-Cain Scholar and was given the opportunity to travel, work and study extensively. Most recently, I lived in Harlem, New York, Washington, D.C. and Paris, France. My interest in education is deeply rooted in my observations and experiences with educational inequity. Primarily, I am interested in barriers to education among racialized youth and more

broadly, in the lived experiences of racialized and marginalized youth in Canada. This was the focus of my M.Ed. (Society, Culture and Politics, UBC) where I wrote about Latina/o student disengagement in Canada. I also have a scholarly interest in media, art and literature. Outside of academia, I enjoy reading, writing, fitness, hip-hop and mentorship (with a penchant for combining all five!). I am also an avid writer on anxiety and depression and write spoken-word poetry. Oh, I am also t-e-r-r-i-b-l-e at email