EDHI 700: QUALITATIVE RESEARCH METHODS IN EDUCATION

Fall 2012
Online August 29-December 11

Hanne B. Mawhinney, Ph.D.
Instructor

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Email: hmawhinny@umd.edu

Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student’s responsibility to inform the instructor as soon as possible of any intended absences for religious observances.

A student with a documented disability or any other special needs who wishes to discuss academic accommodations should contact the instructor as soon as possible.

Notes: All students are expected to abide by the code of academic integrity throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the Student Honor Council. The full text of the code is available on the web at www.inform.umd.edu/Campus Info/Departments/jpo/code/acinteg.html.

Course Evaluation
Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. You can go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

If you are experiencing difficulties in keeping up with the academic demands of this course, contact the Learning Assistance Service, 2202 Shoemaker Building, 301-314-7693. Their educational counselors can help with time management, reading, math learning skills, note-taking and exam preparation skills. All their services are free to UMD students.

Inclement Weather: The UMCP announces closures on its website. Because this is an online course there will be no interruptions of scheduled activities.

COURSE DESCRIPTION
This course is designed to develop student understanding of qualitative modes of inquiry in education. Through reading, discussion, problem based learning exercises students gain firsthand experience in addressing a range of issues, including those associated with design characteristics of different types of qualitative research, and issues related to a qualitative study focused on: data collection, data analysis, representation, interpretation, narrative reporting, and ethical and verification standards.

COURSE OBJECTIVES
Through participating in a range of simulated, experiential and reflective learning activities students will:

- develop theoretical, conceptual, and methodological expertise with regard to qualitative research issues;
- develop a general understanding and appreciation of five major traditions within qualitative research, namely biography, phenomenology, grounded theory, ethnography, and case study;
• explore the distinctions among, and the strengths, challenges, limitations, language, data
collection approaches, analysis strategies, and reporting approaches of these traditions;
• develop an understanding of the capacities required in designing qualitative research:
building a conceptual framework, developing a research design, identifying data
collection methods, developing approaches to managing, analyzing and interpreting data,
articulating value and logic.

COURSE REQUIREMENTS
Below is an overview of course assignments. Details follow on page

Assignment 1:
38 Memos on Designing a Your Own Plan for a Qualitative Research Study
  • Submitted in four modules:
  •  Module 1: October 2nd
  •  Module 2: October 16th
  •  Module 3: October 30th
  •  Module 4: November 13th
  •  76 points (HBM Assessed)

Assignment 2:
Powerpoint Presentation of Your Plan for a Qualitative Research Study:
  • 15 Minute Presentation between November 28th—Dec. 4th
  • 4 points (Peer and Self Assessed following presentation)
  • 5 points (HBM Assessed)

Assignment 3:
Discussion Forum Commentaries on Directions for Extending Learning in QR Methods
  •  Individual postings following scheduled team discussions: Postings must be completed by
    November 13th
  •  (5 points HBM assessed)

Assignment 4
Team Assignment: Resource Wiki for Extending Learning in QR Methods
  •  Between November 13th December 4th Team will create a Resource Wiki on one aspect of
    qualitative research identified as a focus for further learning in the class discussion forum.
  •  Between December 5th and December 11th you will view and evaluate all team wiki’s (except
    your own)
  •  10 points (5 points Peer Assessed, 5 points HBM Assessed)

EVALUATION
Course grades will be based on instructor, peer, and self assessment of responses to specified
assignments submitted.

Point Distribution for Grades:
A+ = 97-100; A = 94-96; A- 90-93; B+ 87-89; B = 84-86; B- = 80 – 93; C + = 77- 79
REQUIRED TEXTBOOKS


Recommended Textbooks


COURSE METHODS

This course is designed to develop habits of critical reflection, analysis, interpretation, and writing within traditions of qualitative inquiry using modes of online course delivery. The course will be delivered online through the elms Blackboard system- in two modes Asynchronous and Synchronous.

NOTE:
This is a web-based course so you must be prepared to participate in discussions on Wimba. This may require a headset and microphone.

Asynchronous modes:
You will review archives in Wimba of my lectures on readings and assignments
After viewing archived lectures and completing readings you will prepare

- **Assignment 1**: written responses (memos) to prompts about those readings in the four modules. Described in detail below.

Synchronous online modes:

- **Assignment 2**: Powerpoint presentation of Plan for Qualitative Research Study. Described in detail below.
- **Assignment 3**: Participation in WEEKLY Scheduled online discussions on assigned readings, my archived lectures and additional resources. Described in detail below.
- **Assignment 4**: Creation of Team Resource Wiki for Further Learning in Qualitative Research. Described in detail below.
Assignment 1:

Memos on Designing a Your Own Plan for a Qualitative Research Study

- Submitted in four modules: 76 points (HBM Assessed)

NOTE: At the beginning of the course you will have an online Wimba consultation with Dr. Mawhinney to verify the focus for your qualitative research study.

Module 1: introduces you to the basic aspects of conceptualizing designing qualitative research
- Module 1- Complete Memos 1-10:
  - upload to A1Module 1 submission portal beginning October 2\textsuperscript{nd}.
  - 20 points

Module 2: guides you through the process of focusing your qualitative research study.
- Module 2- Complete Memos 11-20:
  - upload to A1Module 2 submission portal beginning Oct 16th:
  - 20 points

Module 3: introduces you to the basic aspects of designing data collection and analysis methods
- Module 3- Complete Memos 21-30:
  - upload to A1Module 3 submission portal beginning Oct. 30th
  - 20 points

Module 4: introduces you to the basic aspects logistics, narrating, presenting and evaluating your QRS Plan
- Module 4- Complete Memos 31-38:
  - upload to A1Module 4 submission portal beginning Nov. 13\textsuperscript{th}
  - 16 points

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<thead>
<tr>
<th>Criteria</th>
<th>Proficiency Level</th>
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<tbody>
<tr>
<td>Awareness of concepts definitions and procedures presented in memo prompts for the module</td>
<td><strong>Rudimentary:</strong> There is little or no evidence of awareness of concepts, definitions and procedures</td>
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<td>2 points per memo</td>
<td>.5 points</td>
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**Assignment 2:**

**Powerpoint Presentation of Your Plan for a Qualitative Research Study:**
- 4 points (Peer and Self Assessed following presentation)
- 5 points (HBM Assessed)

- After completing memos 1-38 you will prepare a powerpoint presentation using the template that I provide outlining key elements of your Plan for a QRS.
- *You will make a 15 minute powerpoint presentation outlining your Plan for a QRS to a peer during a scheduled online time between November 28th - Dec. 4th.*

**Peer and Self Evaluation Rubric for Assignment 2:**

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Not compelling:</th>
<th>Supported arguments:</th>
<th>Strong arguments:</th>
<th>Exceptionally compelling arguments:</th>
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<tbody>
<tr>
<td>All of the following elements of your Plan are evaluated on the basis of the criteria listed below</td>
<td>Peer &amp; Self 0-1 point</td>
<td>Peer &amp; Self 1.5-2</td>
<td>Peer &amp; Self 2.5-3</td>
<td>Peer &amp; Self 3.5-4</td>
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<td>HBM: 0-1</td>
<td>1.5-2.5</td>
<td>3-4</td>
<td>4.5-5</td>
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<td>Arguments are not compelling for:</td>
<td>Generally supported arguments for:</td>
<td>Strong arguments for:</td>
<td>Exceptional clear and compelling argument for:</td>
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- **Problem and Purpose and Research Questions -** the alignment of the problem and purpose statements and research question so that they are consistent with tradition of inquiry.
- **Significance, Conceptual Framework** responding to these questions a) does significance statement provide compelling arguments for the significance for research, for policy, and practice, and b) is the conceptual framework developed so that key concepts drawn from research, experience, or policy justify the problem, purpose and research question(s).
- **Research Questions & Concept Map** responding to this question: do(es) the research question (s), and the concept map depict the concepts presented in the conceptual framework?
- **Data Collection and Analysis Methods** site, sampling, methods of analysis appropriate to tradition.
- **Standards** standards of quality appropriate to the tradition
- **Total Points:** Peer & Self Total Points: 4 (half points allowed)
  HBM: Total Points: 5
Assignment 3:
Discussion Forum Commentaries on Directions for Extending Learning in QR Methods

- (5 points HBM assessed)

**Individual Assignment: Commenting on Discussions**

- Between August 29th and November 13th you will participate in weekly scheduled online discussion sessions with your team mate(s) of readings, archived lectures, additional resources of interest, and memos, and following each session you will post a contribution to a whole class written discussion forum on an aspect of qualitative research examined in the session that you would like to explore further. (these commentaries will be the focus of Assignment 4- see below)

- Maximum length: 500 words.

- Evaluation: (5 points HBM assessed).
  
  o See evaluation rubric below and notice that I expect to see evidence that you have reviewed the archived lectures and read the assigned readings and participated in discussions.

  o Be brief but explicit in identifying a specific issue

  o I will consider commentaries to be rudimentary: if you comment “I want to know more about data analysis” or if you simply repeat a memo prompt I have already given you- These examples tell me that you have not read, reviewed lectures or participated in discussions.

- All comments must be posted by November 13th. (reduction of 1 point for failure to post on time because teams will be using comments for Assignment 4- see below)

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<tbody>
<tr>
<td>Awareness of concepts definitions and procedures presented in postings in the discussion forum</td>
<td>Rudimentary: There is little or no evidence of awareness of concepts, definitions and procedures</td>
<td>Developing: There is limited evidence of awareness of concepts, definitions and procedures</td>
<td>Proficient: There is clear evidence of awareness of concepts, definitions and procedures</td>
<td>Accomplished: There is clear and consistent evidence of awareness of concepts, definitions and procedures</td>
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<tr>
<td>all postings</td>
<td>0-1 points</td>
<td>1.5-2.5 points</td>
<td>3-4 points</td>
<td>4.5-5 points</td>
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Assignment 4

Team Assignment: Resource Wiki for Extending Learning in QR Methods

- 10 points (5 points Peer Assessed, 5 points HBM Assessed)

Assignment 4: You will be assigned to a 2-3 person team to create a “Qualitative Research Resource Wiki” that provides additional resources on one aspect of qualitative research that we will explore during the course.

- The wiki will be evaluated by peers (5 points, averaged) and HBM (5 points) (10 points total) during the week of Dec. 5th-11th. You will receive the team grade out of 10.

Assignment 4 (A4) extends the work you will do for Assignment 3 (A3) (which requires that you write brief 500 word maximum commentaries on what you would like to learn more about from my archived lectures, readings and weekly discussions for sessions 2 to 11.

The A4 extension of A3 will occur in three phases outlined below.

Phase 1 of A4: Aug. 29th- Nov. 13th: Sessions 1- 11

Individually you will:
- View the archive of my lecture: Introduction to Assignment 4: Team Resource Wiki
- Review the example Team Resource Wiki’s other teams created
- Make weekly entries of illustrations (photos, etc) onto the individual powerpoint template for your “Photovoice on Commentaries on Learning About Qualitative Research”

Phase 2 of A4: Nov. 13th- Dec. 4th. Session 12- 13. Directions for Creation of Team Resource Wiki:

On November 13th I will assign your team responsibility to prepare a Resource Wiki for Extending Learning in QR Methods by using a random draw to determine which of the Assignment 3 Commentaries that your team will focus on in developing your resource wiki,

Individually you will:
- Complete and upload your individual powerpoint “Photovoice on Commentaries on Learning About Qualitative Research onto your individual wiki page in your team’s Resource Wiki.

As a Team- using your team’s communication portal to facilitate your work together, plan your Resource Wiki for Extending Learning in QR Methods by
- Reviewing the postings made by classmates following one discussion session, then
- Posting a wiki entry summarizing the suggestions for extending learning from the discussion thread, and
- Identifying one suggestion that your team will focus on to identify relevant resources- at least two readings and another online resource.
- Work together to finalize your team’s Resource Wiki by editing the wiki template I created ensuring that it includes the following:
Description of Focus of Team Wiki

Summary of commentaries extending learning

Rationale for your team’s choice of one focus

Readings: You will each comment on one article that extending learning about the focus you take from different journals Available through the UMD Research Port http://researchport.umd.edu (click on Journals):
  - Qualitative Inquiry,
  - Qualitative Research Journal
  - Qualitative Market Research
  - Qualitative Research Reports in Communications
  - Qualitative Sociology
  - Qualitative Sociology Review
  - Qualitative Studies

Non-Print Resource: Describe a non print resource on your team’s focus (view look at example wikis for ideas)

NOTE: The Resource Wiki must be completed by December 4th

Phase 3 of A4. Dec. 5th- Dec. 11th. (Session 14). Directions for Peer Evaluation of Team Resource Wiki in a Learning Cafe:

- You will individually visit each team’s wiki and enter a comment or question, and
- complete peer evaluations out of 5 points of each team wiki (except your own), and
- Nominate the Wikis for the following:
  - Most Informative
  - Most Innovative
  - Most Engaging
- By December 11th you will send me your individual peer evaluations and nominations. Failure to send the peer evaluations by Dec. 11th will result in a 5 point penalty on your grade.

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<tr>
<th>Criteria</th>
<th>Proficiency Level</th>
<th>(5 points peers)</th>
<th>(5 points HBM)</th>
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<tbody>
<tr>
<td>Awareness of concepts definitions and procedures presented in Team Resource Wiki</td>
<td><strong>Rudimentary:</strong> There is little or no evidence of awareness of concepts, definitions and procedures</td>
<td>0-1 points</td>
<td>1.5-2.5 points</td>
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<td><strong>Developing:</strong> There is limited evidence of awareness of concepts, definitions and procedures</td>
<td></td>
<td>3-4 points</td>
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<tr>
<td></td>
<td><strong>Proficient:</strong> There is clear evidence of awareness of concepts, definitions and procedures</td>
<td></td>
<td>4.5-5 points</td>
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<td></td>
<td><strong>Accomplished:</strong> There is clear and consistent evidence of awareness of concepts, definitions and procedures</td>
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COURSE EXPECTATIONS

Instructional strategies used in the course are based on a variety of organizational modes intended to foster creative dialogue, so students should be prepared to be flexible in participating in and leading class and asynchronous (online) discussions. **It is assumed that every class member will:**

- complete assignments in a timely fashion,
- contribute freely and meaningfully online class discussion forum, Wimba sessions, wikis and Blogs.

In addition to these common expectations, each student will prepare responses to specified assignments submitted to the course Blackboard site.

Please review the following resources on the Student Resources on the elms site:

- Blackboard Student Guide (pdf)
- Navigating the Discussion Board in Elms
- How to Submit Assignments (pdf)
- Using a Blog (pdf), Using a Wiki (pdf), Self and Peer Assessments (pdf)

**Blackboard Instant Messenger:**

I will be available for you contact during times to be arranged via the Blackboard Instant Messanger. The minimum system requirements for Blackboard IM are as follows:

- Windows XP+ or Mac OS 10.5+
- 128 MB RAM (256 MB recommended)
- An Internet connection at 56 kbps or higher
- Sound card (for Audio Calling)
- Speakers and microphone for audio calling (USB headset with integrated microphone recommended)
- USB or integrated webcam (for Video Calling)
### COURSE SCHEDULE

**Sessions- 1-5: Wed. Aug 29-Tues. Oct. 2**

**Focus: MODULE 1: Conceptualizing a Qualitative Research Study**

**Complete and Submit:**
- Assignment 1 Module 1,
- Assignment 3: Commentaries for A3 Modules 1.0, 1.1, 1.2 & 1.3

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<tr>
<th>Date</th>
<th>FOCUS</th>
<th>View Archived Lectures</th>
<th>Session Readings</th>
<th>Follow Up Assignments</th>
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<tr>
<td>Session 1.</td>
<td><strong>Session 1.</strong></td>
<td><strong>Introduction EDHI700 Orientation to</strong></td>
<td><strong>View Archived Lecture:</strong> Introduction_to_EDHI700</td>
<td><strong>Complete:</strong> Sign up for individual consultation with HBM by Sept 4&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Wed Aug 29-</td>
<td><strong>Introduction EDHI700 Orientation to</strong></td>
<td><strong>View Archived Lecture:</strong> Introduction_to_EDHI700</td>
<td><strong>Read:</strong> Review course materials and Blackboard site</td>
<td><strong>Assignment:</strong> <strong>A4: Photovoice illustration 1</strong></td>
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<td>Tues Sept. 4</td>
<td><strong>Orientation to</strong></td>
<td><strong>View Archived Lecture:</strong> Module 1.0</td>
<td><strong>Read:</strong> • Berg, Chpt. 1 (6&lt;sup&gt;th&lt;/sup&gt; &amp; 7&lt;sup&gt;th&lt;/sup&gt; editions)</td>
<td><strong>Complete:</strong> <strong>A1 Module 1.0 Memos 1 &amp; 2</strong></td>
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<td><strong>Session 2.</strong></td>
<td><strong>Focus:</strong></td>
<td><strong>Module 1.0</strong></td>
<td><strong>Read:</strong> • Berg, Chpt 2 - (6&lt;sup&gt;th&lt;/sup&gt; &amp; 7&lt;sup&gt;th&lt;/sup&gt; editions)</td>
<td><strong>ONLINE Meeting with HBM by Sept 11&lt;sup&gt;th&lt;/sup&gt;</strong></td>
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<td>Wed Sept 5-</td>
<td><strong>Overview of Qualitative Research</strong></td>
<td><strong>View Archived Lecture:</strong> Lecture 1.3</td>
<td><strong>Read:</strong> What is Qualitative Research?</td>
<td><strong>A3 Module 1.0 Discussion Board Entry:</strong> Follow Up Commentary on learning more about Qualitative Research Design</td>
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<td>Tues Sept 11</td>
<td><strong>Overview of Qualitative Research</strong></td>
<td><strong>View Archived Lecture:</strong> Lecture 1.4</td>
<td><strong>Read:</strong> Designing a Qualitative Research Study</td>
<td><strong>A4: Photovoice illustration 2</strong></td>
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<td><strong>Session 3.</strong></td>
<td><strong>Focus:</strong></td>
<td><strong>View Archived Lecture:</strong> Module 1.1</td>
<td><strong>Read:</strong> • Creswell, Chpt. 1 &amp; 2, (2&lt;sup&gt;nd&lt;/sup&gt; Edition)</td>
<td><strong>Complete:</strong> <strong>A1 Module 1.1 Memos 3 &amp; 4</strong></td>
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<td>Wed Sept 12-</td>
<td><strong>Philosophical Grounding</strong></td>
<td><strong>View Archived Lecture:</strong> Lecture 2</td>
<td><strong>Read:</strong> Philosophical Paradigms, Genres of Inquiry</td>
<td><strong>Assignment:</strong> A3 Module 1.1 Memos 3 &amp; 4</td>
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<td>Tues Sept 18</td>
<td><strong>Philosophical Grounding</strong></td>
<td><strong>View Archived Lecture:</strong> Lecture 2</td>
<td><strong>Read:</strong> Philosophical Paradigms, Genres of Inquiry</td>
<td><strong>A4: Photovoice illustration 3</strong></td>
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### Session 4
**Wed. Sept 19- Tues Sept 25**

**Focus:**
- **Module 1.2:** Designing Qualitative Research Study and Web of Science Practice

**View Archived Lecture:**
- **Module 1.2:**
  - Lecture 3 *Designing A Qualitative Study*
  - Lecture 4 *Web of Science Practice*

**Read:**
- Creswell, Chpt. 3,
- Marshall & Rossman, Chpts 1 & 2 (4<sup>th</sup> Ed) or 1 & 4 (5<sup>th</sup> Ed);
- Maxwell, Chpts. 1 & 2,
- Berg, Chpt 7

**Complete:**
- A1 Module 1.2 Memos 5-8

**Discussion Board Entry:** Follow Up Commentary on learning more about Designing Qualitative Research and Web of Science Practice

**A4: Photovoice illustration 4**

### Session 5
**Wed. Sept 26- Tues Oct. 2**

**Focus:**
- **Module 1.3**
  - Similarities and Differences Across Five Approaches to Qualitative Inquiry

**View Archived Lectures:**
- **Module 1.3**
  - Lecture 5.0: *Similarities and Differences Across Five Approaches*
  - Lecture 5.1: *Narrative,*
  - Lecture 5.2: *Phenomenology,*
  - Lecture 5.3: *Grounded Theory,*
  - Lecture 5.4: *Ethnography,*
  - Lecture 5.5: *Case Study*

**Read:**
- Creswell, Chpts. 4 & 5, Appendices: B,C,D,E,F;
- Berg 5

**Complete:**
- A1 Module 1.3 Memos 9-10

**SUBMIT:** A1 Module 1 (Memos 1-10) by Oct. 2nd

**A3 Module 1.3 Discussion Board Entry:** Follow Up Commentary on learning more about Similarities Differences Across Five Approaches

**A4: Photovoice illustration 5**

Focus: MODULE 2: Developing Your Conceptual Framework

Complete and Submit:
- Assignment 1 Module 2,
- Assignment 3: Commentaries for A2 Modules 2.1 & 2.2

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<tr>
<th>Date</th>
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<th>Follow Up Assignments</th>
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<td><strong>Session 6</strong></td>
<td><strong>Wed Oct 3rd - Tues. Oct 9</strong></td>
<td><strong>Focus:</strong> Module 2.1 Focusing Your Study</td>
<td><strong>Read:</strong></td>
<td><strong>Complete:</strong></td>
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<td><strong>View Archived Lecture:</strong></td>
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<td><strong>A1: Module 2.1 Memos 11-16</strong></td>
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<td><em>Lecture 6: Focusing your Study</em></td>
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<td><strong>Session 7</strong></td>
<td><strong>Wed Oct 10th - Tues. Oct 16th</strong></td>
<td><strong>Focus:</strong> Module 2.2 Developing Your Conceptual Framework</td>
<td><strong>Read:</strong></td>
<td><strong>A1: Module 2.2 Memos 17-20</strong></td>
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<td><strong>View Archived Lectures:</strong></td>
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<td><strong>SUBMIT: A1 Module 2 (Memos 11-20) by Oct. 16th</strong></td>
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<td><em>Module2.2</em></td>
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<td><em>Lecture 7.1: Refining Your Conceptual Framework (Parts 1-4)</em></td>
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<td><em>Lecture 7.2: Refining Your Conceptual Framework (Part 5)</em></td>
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Follow Up Commentary on learning more about focusing your study
A4: Photovoice illustration 6

Follow Up Commentary on learning more about refining your conceptual framework
A4: Photovoice illustration 7

**Focus: MODULE 3: Data Collection and Analysis**

#### Complete and Submit:
- Assignment 1 Module 3,
- Assignment 3: Commentaries for A3 Modules 3.1 & 3.2

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<td>Wed. Oct 17-</td>
<td>Module 3.1</td>
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<td>Tues. Oct. 23</td>
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<td><em>Lecture 8 Data Collection</em></td>
<td><em>Creswell, Chpt.7;</em></td>
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<td><em>Revisit as needed:</em></td>
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<td><em>Lecture 5.0 Differentiating Traditions,</em></td>
<td><em>Marshall &amp; Rossman, Chpt 3 (4th Ed) 5 (5th Ed)</em></td>
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<td><em>Lecture 5.3 Ethnography,</em></td>
<td><em>Maxwell, Chpt. 5;</em></td>
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<td><em>Lecture 5.4 Case Study,</em></td>
<td><em>Berg’s Chpts.2 &amp; 11</em></td>
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<td><em>Lecture 5.4 Phenomenology</em></td>
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<td><strong>Session 9</strong></td>
<td><strong>Focus:</strong></td>
<td><strong>View Archived Lecture:</strong></td>
<td><strong>Read:</strong></td>
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<tr>
<td>Wed. Oct 24-</td>
<td>Module 3.2</td>
<td><em>Module3.2:</em></td>
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<td>Tues. Oct. 30</td>
<td>Data Analysis:</td>
<td><em>Lecture 9: Data Analysis</em></td>
<td><em>Creswell, Chpt.8</em></td>
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<td><em>Revisit as needed:</em></td>
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<td><em>Lecture 5.2 Narrative</em></td>
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<td><em>Lecture 5.3 Ethnography,</em></td>
<td><em>Maxwell Chpt. 5,</em></td>
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<td><em>Lecture 5.4 Case Study,</em></td>
<td><em>Berg, Chpt. 11</em></td>
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<td><em>Lecture 5.4 Phenomenology</em></td>
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**Focus: MODULE 4: Standards of Validity and Quality & Narratives**

**Complete and Submit:**
- Assignment 1 Module 4 (Memos 31-38)
- Assignment 3: Commentaries for A3 Module 4.1 & Module 4.2
- Assignment 4: November 13th I will assign each team one commentary topic to focus on in developing their Team Resource Wiki

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<th>Date</th>
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<td><strong>Session 10</strong></td>
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<td><strong>Focus:</strong> Module 4.1 Standards of Validity and Quality and Verification in Qualitative Research</td>
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<tr>
<td>Tues. Nov. 6th</td>
<td></td>
<td><strong>Read:</strong> Marshall &amp; Rossman, Chpts. 6 &amp; 7 (4th ed); Maxwell, Chpts. 6 &amp; 7; Berg, Chpts. 3 &amp; 12</td>
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| **Session 11**|       | **Focus:** Module 4.2 Narrative Structure of Qualitative Research, Finalizing QRS Plan, Self Evaluation |                  |                       |
| Wed. Nov. 7th|       | **View Archived Lectures, Module 4.2** For Memo 36: view the lecture for the approach you are using from the following: Lecture: 5.1 Narrative Inquiry Lecture: 5.2: Phenomenology Lecture: 5.3 Case Study Lecture: 5.4 Ethnography, Lecture: 5.5 Case Study, For Memo 37-38: Review again part 3 of Lecture 3: Designing Qualitative Research |                  |                       |
| Tues. Nov. 13th|      | **Read:** Creswell, Chapter 9 (2nd Edition); Maxwell, Chapter 7. |                  |                       |


### Session 12 and Thanksgiving: Wed. Nov. 14th- Tues. Nov. 27th
**Focus:** Working Week to prepare:
- Assignment 2: Prepare Powerpoint Presentation of QRS
- Assignment 4: Prepare Team Resource Wiki

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<tr>
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<tr>
<td>Session 12</td>
<td>Free Working Week &amp; Thanksgiving Complete</td>
<td>A2 Introduction</td>
<td>A 4: Team members read for Resource Wiki</td>
<td>Complete: Assignment 2: Powerpoint Presentation of QRS</td>
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<tr>
<td>Wed. Nov. 14th</td>
<td>Assignment 2 (Powerpoint Presentation of Plan for QRS)</td>
<td>A3 Introduction</td>
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<td>Nov. 14th-</td>
<td>Assignment 4: Team Resource Wiki</td>
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<td>Assignment 4: Team Resource Wiki</td>
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<td>Tues. Nov. 27</td>
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<td>A4: Photovoice illustration 12</td>
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</table>

### Session 13- 14 Wed. Nov. 28th- Tues. Dec. 11th
**Focus:** Presentations of Individual Powerpoint of QRS Plan and Team Resource Wiki

**Complete and Present:**
- Assignment 2 Present your powerpoint on your Plan for a QRS as scheduled before Dec. 4th
  - Complete peer evaluation of peer’s A2 powerpoint by Dec. 4th
- Assignment 4: Team Resource Wiki is finalized by Dec. 5th.
  - Complete peer evaluation of every team’s Resource Wiki before Dec.- 11th

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<tr>
<td>Session 13</td>
<td>Focus: Assignment 2 Presentations Powerpoint Presentation Plan of QR Study</td>
<td>N/A</td>
<td>N/A</td>
<td>Present: Assignment 2: Powerpoint Presentation of QRS</td>
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<tr>
<td>Wed. Nov. 28th</td>
<td>Assignment 4: Team’s complete Resource Wiki</td>
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<td>A2: Complete and send HBM peer evaluation of presentation</td>
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</tbody>
</table>
| **Session 14.**  
| **Wed.**  
| **Dec. 5th-**  
| **Tues.**  
| **Dec. 11th**  
| **Dec. 11th**  
| **End of Course**  
| **Focus:**  
| **Assignment 4:**  
| **All Teams’ Resource Wiki’s**  
| **Read Team’s Resource Wiki resources.**  
| **Complete:**  
| **Peer Evaluation Assignment 4:**  
| **All Teams’ Resource Wiki’s by Dec. 11th**  
| **Complete scheduled exit interview with HBM**  
| **Fall 2012**  
