

## **Ed. P & L 966: Practicum in Qualitative Research Methods**

Winter 08

Tues (07850-5): 4:30-6:48, ARPS 386 and Wed (07851-1): 4:30-6:48 Aviation 101

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**Course Description:** This course emphasizes training in qualitative fieldwork methods in educational settings, specifically observation, interviewing, collecting written documents, designing grounded surveys, and beginning data reduction and analysis. It is expected that students enroll for this practicum after completing P&L 800. In essence, the practicum is an opportunity to do field work on a very small scale. Ideally, this will be a pre-pilot study or prior ethnography for your dissertation, but at the least, the course should allow you to "practice" the major qualitative methods for generating data.

There is a one-credit introduction to NVivo7 lab (pass/fail) that is a required part of this course IF you want to take NVivo7 advanced lab in 967. Register for 692P46 as delineated on lab sheet at end of syllabus.

**Required Reading:** Research Methods in the Social Sciences, Bridget Somekh and Cathy Lewin. London: Sage, 2005.

Cop-Ez readers 1 (everyone needs this) and 2: NSF: selections from, **Workshop on Scientific Foundations of Qualitative Research**, 2004 (this repeats NSF reader from 800 so only people new to the course the last few years need to buy this for 966)

**Recommended Reading:** Doing Fieldwork: Warnings and Advice, Rosalie Wax. Chicago: University of Chicago Press, 1985 (first issued in 1971).

Elusive Culture: Schooling, Race, and Identity in Global Times, Daniel Yon. Albany NY: SUNY Press, 2000.

Interviews: An Introduction to Qualitative Research, Steinar Kvale. Newbury Park CA: Sage, 1996.

Postmodern Interviewing, Jaber Gubrium and James Hostein, eds. Thousand Oaks CA: Sage, 2003.

Feminist Methods in Social Science Research, Shulamit Reinharz. Oxford University Press, 1992.

Using Documents in Social Research, Lindsay Prior. London: Sage, 2003.

The Art of Fieldwork, Harry Wolcott. Sage, 1995.

Learning in the Field, Gretchen Rossman and Sharon Rallis. Sage, 1998.

Negotiating the Complexities of Qualitative Research in Higher Education: Fundamental Elements and Issues, Susan R. Jones, Vasti Torres and Jan Arminio. New York: Routledge, 2006.

## Course Requirements

Surviving 966: You have the requirement and the opportunity to go deeply into the experience of doing field work. Do it in such a way that you fulfill Shulamit Reinharz's three criteria for worthwhile research: 1) contribute to substantive area of inquiry, 2) flesh out your understanding of what it means to do "postpositivist" research, and 3) learn about self as researcher-- be reflexive about methodological learnings (Reinharz, Becoming a Social Scientist, Transaction Press, 1984).

1. Keep researcher log/journal throughout quarter, including a list of collected materials and a one-page listing of fieldwork experiences. To be reported on at midterm in oral form and at final in both oral and written formats. Will include DATED description and analysis, drawing upon course reading, of your efforts to generate data via

**Observation:** This includes 2 observations, one open, the other structured by a theoretical perspective where you attempt to go beyond description, plus reflexive analysis and **field notes** (these should be rough notes taken in the field)

**Interview:** This entails a minimum of one 30 minute interview plus transcription and reflexive analysis that includes what you learned about transcribing. Include first ten pages of transcript.

**Document analysis:** This entails choosing at least one document from catalogue of collected materials relevant to field site and conducting some sort of analysis on it, ranging from content analysis to discourse analysis, plus reflexive analysis

**Grounded survey:** based on completion of observations, interview, and document analysis, construct a 1-2 page survey instrument and administer it to at least one person, plus reflexive analysis

**Beginning data reduction and analysis:** do initial coding of data corpus, looking for emerging themes and patterns. Reflexive analysis should include **codebook**.

**Learnings about self as researcher:** These reflexive notes run across your methodological writing as well as a summary where you address major methodological learnings.

These are reports in progress, not finished projects. They are to be submitted in typed form in a folder.

For those ready to conduct pre-pilot or prior ethnography or, more ambitiously, to draft a methodology chapter, this assignment can take either of those forms and will include the following: choosing a focus, gaining entree, situating oneself methodologically, using a particular "package of methods," data analysis, and issues of credibility/validity, politics and ethics. As well, attach 8-10 pages on reflexive learnings over course of fieldwork. This can be more narrative and autobiographical than other writing, more informal documentation of reflexive wrestling. Use dates to indicate WHEN reflexive writing occurred.

2. **By midterm**, submit a) 1 page evaluative reactions for 3-4 qualitative methodology chapters and/or dissertation proposals, b) 1 page listing of fieldwork done thus far, and c) list of collected materials.

3. **By final**, in addition to researcher log, submit CITI Course Completion record (80% or better) for course in the protection of human research subjects ([www.citiprogram.org](http://www.citiprogram.org)).

## Course Schedule

Jan. 8/9: **Introduction to course and one another.** Go over syllabus. Set up for data gathering projects. EQUIPMENT FAIR: "show and tell" about recording and transcription equipment, etc.

Jan. 15/16: **Topics: background on postpositivism** (S&L, 1-13 and ch. 1, 15 & 33) and **fieldwork issues:** getting started: choosing a focus, gaining entree, when to do literature review, how to situate oneself theoretically and methodologically (Readings 1-5, plus S&L, 335-343 & ch. 18).

Jan. 22/23: **Topics: research design** (S&L, ch. 2, 3 & 39, readings 6-9, NSF: 9-19, 59-69, 101-104, 121-125, 127-132, & 137-140) and **observation and interview** (D&L, ch. 4 & 16; readings 10-16).

Jan. 29/30: **NO CLASS.** Conduct observations and interview.

Feb 5/6: **Midterm oral fieldwork reports** (observations and interviews). Topics: using documents and grounded surveys (S&L, ch. 20, readings 17-19). Midterm course evaluation. Midterm written work due.

Feb. 12/13: **NO CLASS.** Conduct document analysis and survey.

Feb. 19/20: **Topic: beginning data reduction and analysis** (D&L ch. 5 & 19, reading 20 and NSF: 45-47, 49-51, 95-99, 13-136.).

Feb. 26/27: **Topic: credibility, politics and ethics:** micro and macro reflexivity, negotiating rapport and subjectivity, member checks, triangulation, and co-theorizing (S&L, ch. 6 & 10, readings 21-27 and NSF: 39-43, 55-57, 83-90 & 91-93).

March 4/5: **Topic: toward writing and reporting** (S&L, ch. 34, 37 & 38, reading 28). Final fieldwork oral reports. Lather's rejections. Final course, self and instructor evaluation (reading 29).

**All final written work due in Ramseyer 160 by 4PM on Tuesday March 11.**

## 966 Readings Packet

-front material

1. Ping Chuan, field notes, from Taiwan, 2003
  2. Daniel Yon, Mapping the Field, Chapter 1 of Elusive Culture: Schooling, Race, and Identity in Global Times. Albany: SUNY, 2000, 1-28.
  3. "Time for Ethnography," Bob Jeffrey and Geoff Troman. British Educational Research Journal, 30(4), 2004, 535-548.
  4. "Glancing Possibilities," P.L. Sunderland, Anthropology News, April 2000, 5-6.
  5. The first and most uncomfortable stage of fieldwork, Rosalie Wax. Chapter 2 of Doing Fieldwork: Warnings and Advice. Chicago: University of Chicago Press, 1971, 15-20.
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6. The Proposal in Qualitative Research, Anthony W. Heath, PLUS "Sections of a Qualitative Research Proposal," Gretchen Rossman PLUS "Steps in Writing a Research Proposal" PLUS Research Design by St. Pierre.
  7. From "Learning-in-context: An ethnographic investigation of mediated learning experiences among Ethiopian Jews in Israel," Girma Lerhanu, 2001. Unpublished PhD dissertation, Goteborg University, Sweden.
  8. Purposeful Sampling, Michael Patton. Pp. 169-186 of Qualitative Evaluation and Research Methods, 2<sup>nd</sup> edition. Newbury Park: Sage, 1990.
  9. Research proposal, Lisa Weems, 1998 PLUS "Evolution of my Research Question," Margillee Hilson, 06.
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10. Using Patterns of Responding to "Follow the Child," Rose Mary Estice. The Running Record: A Review of Theory and Practice for Reading Recovery Teachers. 9(2), 1,6-7,12-13 PLUS "Systematic Observation Worksheet" and "Log of Classroom Observations: Literature and Writing," George Newell, 1993.
  11. "Writing Small Discoveries: An Exploration of Fresh Observers' Observations," Askel H. Tjora. Qualitative Research, 6(4), 2006, 429-451. Plus Journal Field Note exemplar.
  12. AIDS Education: A Conversation with an African-American Adolescent, Marjorie Davis. Journal for a Just and Caring Education, 3(3), 289-297, 1997.

13. Research methods as a situated response: Towards a first nations' methodology, Mary Hermes, Qualitative Studies in Education, 11(1), 1998, 155-168.
  14. Transcription in research and practice: From standardization of technique to interpretive positionings, Judith Lapadat and Anne Lindsay, Qualitative Inquiry, 5(1), 1999, 64-86.
  15. Eliciting narrative through the in-depth interview, Wendy Hollway and Tony Jefferson. Qualitative Inquiry, 3(1), 1997, 53-70.
  16. Observation and Interview student exemplars PLUS Appendices A&B from qualitative interviewing project.
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17. "Using Documents for Qualitative Educational Research in Africa," Clive Harber. Pp. 113-131 in Qualitative Research in Developing Countries: Current Perspectives, Michael Crossley and Graham Vulliamy, eds. NY: Garland, 1997.
18. Feminist Content Analysis. Pp. 145-163 of Feminist Methods in Social Research, Shulamit Reinharz. New York: Oxford, 1992.

19. Documents and Survey student exemplars.

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20. Fred Erickson, 1986, PLUS student exemplars of data reduction.

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21. From Depression to Pizza: A Biography of Feminist Methodology in the "Girls Group," Michelle Fine. Presentation at AERA, April, 1992, Atlanta.
  22. Ethics: newspaper clippings PLUS Office of Responsible Research Practices, new protocol PLUS "The Problem of IRB's" PLUS "Mission Creep" plus example of how to handle "real" names.
  23. Discussion of trustworthiness from O.S.U. unpublished dissertation, Francis James-Brown, The Black Male Crisis in the Classroom, 1995, 79-98.
  24. Validity: Qualitative, Patti Lather. The Blackwell Encyclopedia of Sociology, edited by George Ritzer, 2006.
  25. Fertile obsession: Validity after Poststructuralism, Patti Lather. Excerpted in Social Research Methods: A Reader, Clive Seale, ed. London: Routledge, 2004, 425-431.
  26. Quality Issues in Qualitative Inquiry, Clive Seale. Qualitative Social Work, 1(1), 2002, 97-110.
  27. Ethics and politics, validity: student exemplars.
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28. Ghostwriting Research: Positioning the Researcher in the Interview Text, Carl Rhodes. Qualitative Inquiry, 6(4), 2000, 511-525.

29. FINAL COURSE EVALUATION FORM