Instructors:
Thomas Scott Duke, Ph.D
   Office: Hendrickson 203
   Email: thomas.duke@uas.alaska.edu
   Phone: (907) 465-4929 (work); (907) 523-1010 (home)

Jennifer Brown, MLIS
   Office: Egan Library 203
   Email: jennifer.brown@uas.alaska.edu
   Phone: (907) 465-6285 (work); (907) 790-7266 (home)

Course Information
Class Meets: 4:30 P.M. – 7:00 P.M.       Days: Tuesdays       Place: Distance-delivered
Contact Hours: 3+0           Credits: 3

Course Context
This course is designed for students enrolled in the Master’s of Education (M.Ed.) programs in Early Childhood Education, Educational Technology, Reading, and M.A.T. Elementary (Distance), to acquire knowledge about qualitative research in classroom settings.

Course Description
This course addresses the philosophy and methodology of classroom research, the role of classroom research within the educational profession, and the reflective nature of such research. Students will learn methods of qualitative research and utilize them in classroom research. Prerequisites: Type A Teaching Certificate or instructor permission.

Relation to Conceptual Frameworks
The conceptual frameworks that guide and inform this course include: (a) the University of Alaska Southeast/Center for Teacher Education (UAS/CTE) Mission Statement; (b) the UAS/CTE Vision
Statement; (c) the UAS/CTE Conceptual Framework Performance Standards; (d) the Alaska State Teacher Performance Standards; (e) the Association of College and Research Libraries (ACRL) Standards; and (f) the Assembly of Alaska Native Educators (AANE) Guidelines for Respecting Cultural Knowledge/Guidelines for Researchers.

UAS/CTE Mission Statement
The mission of the University of Alaska Southeast/Center for Teacher Education is to identify, prepare and strengthen effective teachers for sustained contributions to students and the education profession in rural and urban settings in Alaska and nationally.

UAS/CTE Vision Statement
The University of Alaska/Center for Teacher Education’s vision for our program is:

Our graduates will be informed, reflective and responsive teachers within diverse, classroom, school and community contexts.

Informed
Students will critically examine numerous bodies of knowledge relevant to the conduct of qualitative research in educational settings. This knowledge will be disseminated through required readings, independent scholarly/ research activities, multimedia presentations, lectures, student presentations, discussion groups, creative-arts based project work, experiential learning activities and collaborative/cooperative learning activities. Each student is expected to contribute to the knowledge-base of other class members through his or her active participation in all class activities. Together the instructor and the students will construct a collective knowledge-base about qualitative research in educational settings.

Reflective
Students in this course will engage in intense self-reflection. They will examine/explore their self-ascribed multiple identities as educators and as human beings through their active participation in a variety of self-reflection/self-exploration and experiential learning activities, autobiographical writing activities, creative-arts based project work and student presentations/performances. Students will reflect upon their expanding knowledge-base and their school and community field-based experiences by keeping a daily journal/ learning log. They are expected to connect theory with practice and to document these connections in writing in their journals/learning logs. Students are also expected to examine their values, beliefs, worldviews and emerging educational philosophies, and to connect these values, beliefs, worldviews and philosophies to their work with children/youth and their families.

Responsive
Students will acquire the knowledge and skills necessary to respond to the needs of culturally and linguistically diverse children/youth with and without disabilities and their families. In this course, students will examine/explore the AANE Guidelines for Respecting Cultural Knowledge/Guidelines for Research and will develop and implement culturally responsive research methods based on these guidelines. Students will also participate in a variety of role playing activities, collaborative/ cooperative and experiential learning activities, and school and community field-based activities in order to develop the knowledge and skills they will need to conduct meaningful research in diverse classroom settings.

Course Objectives
1. The candidate will design a qualitative study that includes a problem statement, a statement of purpose, and a research question.
2. The candidate will conduct a systematic and well organized review of the literature that is:
   a.) reproducible
   b.) including 8-10 scholarly works (i.e., empirical studies and/or theoretical works)
   c.) translated into searchable terms (i.e., synonyms, keywords, and descriptors)
   d.) organized in a thoughtful and thematic manner
3. The candidate will develop and implement systematic methods to generate (i.e. collect) data.
4. The candidate will develop and implement systematic methods to analyze and represent data.
5. The candidate will develop “emergent themes” that summarize the data.
6. The candidate will write a “Discussion” section that connects the “emergent themes” to the review of the literature.

Note: The course objectives are guided and informed by the UAS/CTE Mission, the UAS/CTE Vision, the UAS/CTE Conceptual Framework Performance Standards, the Alaska State Teacher Performance Standards, the Association of College and Research Libraries Information Literacy Standards, and the AANE Guidelines for Respecting Cultural Knowledge/Guidelines for Researchers

Course Content

1.0 Designing a Qualitative Study
   1.1 The problem statement
   1.2 The purpose statement
   1.3 Research Questions
2.0 Qualitative Traditions of Inquiry
   2.1 Case study
   2.2 Phenomenology
   2.3 Ethnography
   2.4 Grounded theory
   2.5 Biography
   2.6 Social Science Portraiture
3.0 Philosophical and Theoretical Frameworks
   3.1 Constructivism
   3.2 Critical Theory
   3.3 Postmodernism
   3.4 Feminist approaches
4.0 Data Collection
   4.1 Purposeful sampling strategies
   4.2 Interviews
   4.3 Observations
   4.4 Collection of artifacts
   4.5 Recording procedures
5.0 Data Analysis and Representation
   5.1 Data management
   5.2 Description of data
   5.3 Classification of data
   5.4 Interpretation of data
   5.5 Representation of data
6.0 Writing the Narrative Report
Field-Based Components/Competencies
This course includes a school and community-based field component. Students will conduct qualitative research in the schools and classrooms in which they teach. They will document school and community-based field experiences by keeping a daily journal/learning log. Students should use the journals to connect the course material (e.g. readings, lectures, class activities and discussions, student presentations, etc.) to their school and community-based field experiences. Students are expected to conduct themselves in a professional, ethical manner in the school and community-based field settings. They are also expected to respect the confidentiality of children/youth and their families.

Diversity Components/Competencies
Cushner (2002) and many other educators and social scientists have identified a number of cultural attributes or manifestations of culture that significantly impact teaching and learning. These cultural attributes or manifestations of culture include race, ethnicity, nationality, gender, socioeconomic status, sexuality, health, ability/disability, religious/spiritual/philosophical orientations, language, age and regional/geographic location. Students will participate in a variety of self-reflection activities, collaborative/ cooperative and experiential learning activities, creative project work, student presentations and writing activities that examine/explore the impact of these cultural attributes and manifestations on teaching and learning. Students will also be required to demonstrate a familiarity with and understanding of the AANE Guidelines for Respecting Cultural Knowledge/Guidelines for Researchers. They are expected to model respect for diverse worldviews, values, traditions and lifestyles in all class and field-based activities.

Technology Components/Competencies
Access to the Internet is a prerequisite for this course. Students will use the Internet to conduct research for a number of class and field-based assignments/projects/presentations.

Required/Optional Texts

Required


Optional


### Instructional Procedures
- Collaborative/cooperative and experiential learning activities (approximately 20%)
- Discussion groups (approximately 20%)
- Student presentations (approximately 20%)
- Lecture (approximately 20%)
- Media presentations (approximately 20%)

### Out-of-Class Learning Activities
- Assigned readings (approximately 20%)
- Journals/learning logs (approximately 20%)
- School and community field-based experiences (approximately 20%)
- Independent scholarly/research activities (approximately 20%)
- Creative arts-based project work (approximately 20%)

### Basis for Evaluation

*The student will conduct a phenomenological self-study of his or her experience as an educator in Alaska. The grade in this course will be based entirely on the final narrative report that describes the student’s research project.*

The final narrative report must include an: (a) introduction; (b) review of the literature; (c) methods section; (d) results and/or emergent themes section; and (e) discussion section with conclusion. The final narrative report will be evaluated as follows:

1. Introduction………………………………………………………………………………………….20%
2. Review of the Literature……………………………………………………………………………..20%
3. Methods……………………………………………………………………………………………….20%
4. Results and/or Emergent Themes…………………………………………………………………20%
5. Discussion……………………………………………………………………………………………..20%

*Note: The Final Narrative Report must conform to current American Psychological Association (APA) writing and publication guidelines.*

### Grading Criteria
- 90-100 points ...................... A
- 80-89 points ........................ B
- 70-79 points ........................ C
- 60-69 points ....................... D
- Below 60 points ................. F

### Academic Honesty
All students are expected to adhere to the academic honesty standards of the University of Alaska Southeast. Violations of academic honesty (e.g. submitting work completed by others, plagiarism, cheating on tests) will result in appropriate sanctions ranging from course failure to expulsion. If you have any questions about course assignments/activities and potential violations of academic honesty, ASK the instructor BEFORE engaging in the assignment/activity.

**Adaptations and Accommodations**

If you need adaptations or accommodations, if you have emergency medical information to share or if you need special arrangements, please notify the course instructor as soon as possible.

**SCHEDULE**

09/07
- Introductions/Syllabus
- **Qualitative research** vs. **Quantitative research**
- The phenomenological study
- The self-study
- **The phenomenological self-study**

- **The Narrative Report**
  - A. Introduction
    - 1. Problem Statement
    - 2. Purpose Statement
    - 3. Research Question
  - B. Review of the Literature
  - C. Methods
    - 1. Data Collection / Self-reflection Activities
      - a. The “Autobiographical Collage” activity
      - b. The “Haiku” activity
      - c. The “YaYa Box” activity
      - d. The “Teacher-as-Researcher Notebook” activity
    - 2. Data Analysis
      - a. Identify “**statements of meaning**.”
      - b. Develop “**clusters of meaning**.” (i.e., **themes**)
      - c. Develop “**essences**” (i.e., brief written descriptions of each “cluster of meaning.”)
  - D. Results (i.e., “**Emergent Themes**”)
  - E. **Discussion** (with Conclusion)

09/14
- Read Creswell (1998), pp. 1-10 – **Introduction**
- **Share and discuss Statements of Purpose** (posted as part of Introduction section to CAUCUS)
- Discuss the “**Review of the Literature.**”
- **Refine statements of purpose and translate into search-able terms**
- **Post your first draft of the Introduction section on CAUCUS today!**

09/21
- Read Creswell (1998), pp. 13-26 – **Designing a Qualitative Study**
• Read Janesick (2004), pp. 17-68 – *Part II: The Observation Cycle: Selected Exercises*
• Review the “Review of the Literature” / Discussion
  A. Reproducibility
  B. Scholarly (i.e., empirical and theoretical works)
  C. Searchable Terms
  D. Thoughtful Organization/Synthesis/Themes

09/28
• Read Creswell (1998), pp. 27-45 – *Five Different Qualitative Studies*
• Read Janesick (2004), pp. 71-85 – *Part III: The Interview Cycle*
• “Autobiographical Collage” Presentations Due Today!
• *Post written descriptions of “Autobiographical Collage” on CAUCUS today.*

10/05
• Read Creswell (1998), pp. 47-72 – *Five Qualitative Traditions of Inquiry*
• Read Janesick (2004), pp. 89-103 – *Part IV: Personal Development and the Role of the Researcher*
• “Haiku” Presentations Due Today!
• *Post haiku and written descriptions on CAUCUS today.*

10/12
• Read Creswell (1998), pp. 73-91 – *Philosophical and Theoretical Frameworks*
• “YaYa Box” Presentations Due Today!
• *Post written descriptions of “YaYa Boxes” on CAUCUS*
• *Post your first draft of the Review of the Literature on CAUCUS today!*

10/19
• Read Creswell (1998), pp. 93-107 – *Introducing and Focusing the Study*
• Discuss phenomenological data analysis
  A. Identify “statements of meaning”
  B. Develop “clusters of meaning” (i.e., themes)
  C. Develop “essences” (i.e., brief written descriptions of each “cluster of meaning”)

10/26
• Read Creswell (1998), pp. 109-137 – *Data Collection*
• Review phenomenological data analysis procedures
• Discuss “Emergent Themes” section
• *Post your first draft of the Methods section on CAUCUS today!*

11/02
• Read Creswell (1998), pp. 139-165 – *Data Analysis and Representation*
• Review “Emergent Themes” section
• Discuss “Discussion” section
  A. Connect each “essence” (i.e., theme) to the relevant literature.
  B. Discuss the implication of each “essence” for your future educational practice.
C. Make recommendations for future research based on the findings of your study.

- Post your first draft of the “Emergent Themes” section on CAUCUS today!

11/09
- Read Creswell (1998), pp. 167-191 – Writing the Narrative Report
- Review “Discussion” section
- Discuss “Conclusions” section

11/16
- Phenomenological self-study presentations due today!

11/23
- Read Creswell (1998), pp. 219-229 – “Turning the Story” and Conclusion
- Phenomenological self-study presentations due today!

11/30
- Phenomenological self-study presentations due today!

12/07
- Phenomenological self-study presentations due today!
- Final Narrative Reports Due Today!
- Post your final draft of the Narrative Report on CAUCUS today!

Bibliography


**Websites Related to Qualitative Research**


**Websites Related to Reviews of Empirical Research**

- The Literature Review: A Few Tips on Conducting It, University of Toronto: [http://www.utoronto.ca/writing/litrev.html](http://www.utoronto.ca/writing/litrev.html)

**Websites Related to Alaska Native Issues**

- Alaska Federation of Natives: [www.nativefederation.org/](http://www.nativefederation.org/)
- Alaska Inter-Tribal Council: [www.aitsc.org/](http://www.aitsc.org/)
- Alaska Native Heritage Center: [www.alaskanative.net](http://www.alaskanative.net)
- Alaska Native Knowledge Network: [www.ankan.uaf.edu/index.html](http://www.ankan.uaf.edu/index.html)
- Justice Center website: [www.uaa.alaska.edu/just/rlinks/natives/](http://www.uaa.alaska.edu/just/rlinks/natives/)

**ACADEMIC REQUIREMENTS**

The student will conduct a phenomenological self-study.

**What is a phenomenological study?**
A **phenomenological study** describes a phenomenon as experienced by one or more individuals. The researcher gathers information (i.e., data) from the individual(s) who have experienced the phenomenon under investigation (Creswell, 1998). Typically, this information is gathered through in-depth interviews, and is augmented with researcher self-reflection and previously developed descriptions from artistic works (Polkinghorne, 1989). The researcher attempts to set aside prejudgments regarding the phenomenon being investigated. The researcher also relies on intuition, imagination, and systematic methods of analysis to interpret the data. The researcher analyzes the data by: (a) embedding textual descriptions of his or her personal experiences within the study; (b) recording the participants’ experienced realities of the phenomenon under investigation; and (c) developing textual descriptions that convey the essential invariant structure, or “essence,” of these experienced realities (Moustakas, 1994).

**What is a self-study?**

**Self-study research** is a mode of scholarly inquiry in which educators examine their beliefs and practices within the context of their work as instructors (Louie, Drevdahl, Purdy, & Stackman, 2004).

**Self-studies conducted by teachers in classroom settings are often referred to as “action research.”** Descriptions of “action research” include:

**Action research** is the process by which practitioners attempt to study their problems scientifically in order to guide, correct, and evaluate their decisions and actions.

Stephen Corey (1953)

**Action research** in education is a study conducted by colleagues in a school setting of the results of their activities to improve instruction.

Carl Glickman (1992)

**Action research** is a fancy way of saying let’s study what's happening at our school and decide how to make it a better place.

Emily Calhoun (1994)

**What is a phenomenological self-study?**

A **phenomenological self-study** describes a phenomenon as experienced by a practitioner who studies his or her practice in order to improve the quality of this practice. When the phenomenological self-study is conducted in a **classroom setting**, a teacher studies his or her classroom experiences, and his or her attitudes and beliefs about teaching and learning, in order to improve his or her educational practice. The teacher assumes the role of “**teacher-as-researcher**” when conducting a phenomenological self-study in his or her classroom. The “teacher-as-researcher” typically participates in numerous self-reflection activities in order to generate (i.e., collect”) data for the phenomenological self-study. The “teacher-as-researcher” then analyzes this data using procedural methods typically associated with phenomenology. These data analysis methods include: (a) identification of “statements of meaning”; (b) development of “clusters of meaning”; and (c) the development of “essences” (i.e., themes).
**Teacher-as-Researcher Self Reflection Activities**

In order to generate (i.e., collect”) data for the phenomenological self-study, the “teacher-as-researcher” will participate in numerous self-reflection activities, including: (a) the “Autobiographical Collage” activity; (b) “Haiku” activities; (c) the “YaYa Box” activity; and (d) the “Teacher-as Researcher Notebook” activity. Detailed descriptions of these data generation activities are included in the Janesick (2004) text.

- **Building a Collage: My Role as [Teacher as] Researcher**, (Janesick, 2004, p. 93)
- **Constructing a YaYa Box or Making a Quilt Patch**, (Janesick, 2004, pp. 94-95).
- **Writing the Reflective journal [i.e., Teacher as Researcher Notebook]** (Janesick, 2004, p. 95-97).