Course Outline and Syllabus
Spring 2019
Wooten 315
Tuesdays 5.30pm-8.20pm

Instructor: Dr. Karthigeyan Subramaniam, Associate Professor
Office: 218S Matthews Hall
Phone: (office) (940) 565-3596
Email: Karthigeyan.Subramaniam@unt.edu

Office Hours:  
Tuesdays 12.00pm-3.00pm
Fridays 9.00am – 12.00pm (By Appointment Only)

Course Objectives:
This course provides the doctoral student with the opportunity to develop a knowledge base and basic skills in naturalistic research. Course content will focus on data collection, analysis and interpretation using qualitative methodology such as participant observation and interviewing for data gathering and constant comparative and modified analytic induction for data analysis. Students will have the opportunity to specialize in a particular field method such as life history, ethnography, or case study. Students will have the opportunity to develop a research report suitable for refereed publication or presentation.

Required Text:

Course Readings - https://guides.library.unt.edu/c.php?g=69945&p=452810

Course Expectations:
1) Prompt, regular attendance. More than three absences will result in a course grade of F.
2) Completion of readings and assignments by due dates.
3) Participation in class discussions/focus groups/activities.
4) Extensive reading beyond assigned texts and articles.
5) ALL ASSIGNMENTS MUST BE SUBMITTED/UPLOADED FOR GRADING AND FOR A FINAL GRADE, IF NOT, THIS WILL RESULT IN A COURSE GRADE OF F.
6) ANY ASSIGNMENT HANDED IN/UPLOADED AFTER THE DUE DATE/TIME WILL NOT BE ACCEPTED AND ASSIGNED NO POINTS.

NOTE:
At the doctoral level, I believe it is your responsibility to bring forward in our class discussions and activities your thoughts, concerns, and questions about the readings.

*****ALL assignments MUST be completed to earn an A in the course. Even if your points total to a number within the “A” range, if an assignment is missing, you will earn a grade of “B”.

1
The Educator as Agent of Engaged Learning:

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

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

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

1. **Content and curricular knowledge** refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.

5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.

6. **Engaged professional learning** refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.

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

**Submitting Work:** All assignments will be submitted via Blackboard Learn. Assignments posted after the deadline will be considered late and points will be deducted from the final grade.

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

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

**Teacher Education & Administration**

**Departmental Policy Statements**

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

Academic Integrity: Students are encouraged to become familiar with UNT’s policy on Student Standards of Academic Integrity: [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf). Academic dishonesty, in the form of plagiarism, cheating, or fabrication, will not be tolerated in this class. Any act of academic dishonesty will be reported, and a penalty determined, which may be probation, suspension, or expulsion from the university.

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

Attendance: See the instructor’s attendance policy.

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

Cell Phones and Laptop: Students should turn off cell phones when they are in class unless the phones are being used for learning activities associated with the course.

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

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

Comprehensive Arts Program Policy. The Elementary Education program area supports a comprehensive arts program to assist preservice and inservice teachers to design and implement curricular and instructional activities which infuse all areas of the arts (visual, music, theater, and movement) throughout the elementary and middle school curriculum.

Technology Integration Policy. The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist preservice and inservice teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TExES Test Preparation. To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current
students must meet the following criteria in order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: http://www.coe.unt.edu/texes-advising-office/texes-exams. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texes. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texas.ets.org.

“Ready to Test” Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their early-field-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

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

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Points</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>1. Coding Activity</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>2. A Systematic Review of Analysis Strategies</td>
<td>90</td>
<td>02/19/2019</td>
</tr>
<tr>
<td>3. Completion of Self-as-Researcher</td>
<td>105</td>
<td>02/26/2019</td>
</tr>
<tr>
<td>4a Analysis Project (Draft Copy Only)</td>
<td>50</td>
<td>03/19/2019</td>
</tr>
<tr>
<td>4b Analysis Project Presentation</td>
<td>100</td>
<td>04/23/2019</td>
</tr>
<tr>
<td>5. Completion of All Online Discussion Activities</td>
<td>100</td>
<td>04/30/2019</td>
</tr>
<tr>
<td>6. Participation: 7 Focus Groups – Big Ideas and Golden Quotes (Completed) (7 x 10)</td>
<td>70</td>
<td>See Tentative Schedule for Submission DATES</td>
</tr>
<tr>
<td>7. Open Book Short Test/Take Home Test</td>
<td>120</td>
<td>04/30/2019-05/07/2019</td>
</tr>
</tbody>
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**Total** | **750**          

**Percentage** | **100**          

Grades are calculated on a 100 point scale as follows:

- **A = 95% - 100%**
- **B = 80% - 94%**
- **C = 70% - 79%**
- **D = 60% - 69%**
- **F = Below 60%**

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

The University of North Texas, College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 214.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities/Assignments</th>
</tr>
</thead>
</table>
| 1. 01/15 **Online** | Course Introduction  
1. The Basics:  
2. Theoretical and Conceptual Frameworks  
3. Methodological Framework  
4. Analytical Framework  
5. Inductive, Deductive, and Abductive Analysis  
6. Constant Comparative Analysis | Chapter 1 & Chapter 2 & 25 | **Online Discussion:**  
1. Definition/Description of Qualitative Data Analysis (QDA)  
   a. Do a search (Internet, Textbooks, Journal Articles, etc.) for a definition/description of QDA and **upload a definition/description of QDA onto Canvas: DUE 01/17**  
   b. Read your peers’ uploaded definitions/descriptions.  
   c. Summarize the uploaded definitions/descriptions and construct your own definition/description of QDA  
   d. **Upload your own definition/description of QDA onto Canvas: DUE 01/21**  
2. Analyzing a published journal article.  
   a. Retrieve one referred journal article in your doctoral area of specialization - must be a qualitative study – not a mixed methods/quantitative study.  
   b. Identify “The Basics of QDA” in your chosen referred journal article.  
   c. List the characteristics of “The Basics of QDA” and **upload the List onto Canvas: DUE 01/17**  
   d. Read your peers’ uploaded List of characteristics of “The Basics of QDA”  
   e. Summarize the uploaded characteristics of “The Basics of QDA” and list the common characteristics of “The Basics of QDA”  
   f. **Upload your list of the common characteristics of “The Basics of QDA” onto Canvas: DUE 01/21** |

1. Course Assignments  
2. The Basics of QDA  

**Discussion:**  
Differences between inductive, deductive, and abductive analysis – **Read Asvoll, (2013).**  
Meta-Synthesis. Theoretical Framework vs Conceptual Framework vs Literature Review  

**Professor Moderated Focus Group:**  
What is Qualitative Data Analysis? – **Read Koro-Ljungberg et al., (2009).**  
Upload Focus Group 5 Big Ideas and Golden Quote onto Canvas - **DUE 01/21** |
<table>
<thead>
<tr>
<th>Week</th>
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</thead>
</table>
| 3. 01/29 | The Specifics:  
1. Coding: General  
2. Coding: Grounded theory  
3. Thematic Analysis | Chapter 7 & 21  
Braun & Clarke, (2006)  
Thomas, (2006) | Lecture & Activity:  
The coding process  
Discussion:  
Differences Grounded Theory Analysis, Inductive Analysis, & Thematic Analysis |
Cho & Trent, (2006). | Professor Moderated Focus Group:  
What is authenticity, quality, rigor, and trustworthiness in qualitative research? - Read Morrow, (2005).  
Upload Focus Group 5 Big Ideas and Golden Quote onto Canvas - DUE 02/04 |
| 5. 02/12 Online | 1. Ethnography  
2. Phenomenology | Chapter 4 & Chapter 8  
*Ethnographic Studies:*  
*Phenomenological Studies:*  
1. de Wet, (2010)  
Read the assigned readings and identify what are the appropriate analysis strategies for ethnographic studies and phenomenological studies.  
a. Upload the identified analysis strategies for ethnographic studies and phenomenological studies onto Canvas: DUE 02/14  
b. Read your peers’ uploaded identified analysis strategies for ethnographic studies and phenomenological studies onto Canvas  
c. List the common analysis strategies for ethnographic studies and phenomenological studies and upload the list onto Canvas: DUE 02/18  
d. List and describe the authenticity, quality, rigor, and trustworthiness issues related to ethnographic studies and phenomenological studies and upload the list onto Canvas: DUE 02/18 |
| 6. 02/19 | 1. Content Analysis of Texts  
2. Content Analysis of Visual Documents  
3. Images/Drawings/Interview Transcripts/Card Sorting | Chapter 16 & 17  
Elo & Kyngas, (2008) | Review:  
The appropriate analysis strategies for ethnographic studies and phenomenological studies |
| Lecture & Activity:  
Content Analysis  
Professor Moderated Focus Group:  
What are the steps in content analysis? - Read Elo & Kyngas, (2008).  
Upload Focus Group 5 Big Ideas and Golden Quote onto Canvas - DUE 02/18 |
| 7. 02/26 | 1. Narrative Analysis  
2. Conversation Analysis  
3. Discourse Analysis | Chapter 18, 19, & 20 | Review:  
Content Analysis  
Lecture/Activity/Discussion:  
Characteristics of 1) Narrative Analysis, 2) Conversation Analysis And (3) Discourse Analysis |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
<th>Activities/Assignments</th>
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</thead>
</table>
| 8. 03/05 | Other Analysis Strategies | TBD | Review:  
1) Narrative Analysis, (2) Conversation Analysis and (3) Discourse Analysis  
Lecture & Activity:  
Other Analysis Strategies |
| 9. 03/12 | | Spring Break 03/11 to 03/15 |
| 10. 03/19 | Structuralism And Poststructuralism | Chapter 9, 14, & 15 | Professor Moderated Focus Group:  
Are analytical approaches different within a study grounded by a critical theoretical perspective and a study grounded by an interpretivist theoretical perspective? - Read Chapters 9, 14, & 15.  
Upload Focus Group 5 Big Ideas and Golden Quote onto Canvas - DUE 03/18  
Lecture & Activity:  
Structuralism And Poststructuralism  
Self-as-Researcher |
| 11. 03/26 | Poststructuralism | Wickens, (2011). | Professor Moderated Focus Group:  
Do we really need so many QDA methods/techniques? - Read Wickens, (2011).  
Upload Focus Group 5 Big Ideas and Golden Quote onto Canvas - DUE 03/25  
Lecture & Activity:  
Poststructuralism |
Qualitative Critical Analysis Strategies  
Online Discussion:  
Read the assigned readings and identify what are critical analytical approaches.  
- Upload the identified analysis strategies for critical analytical approaches onto Canvas: DUE 04/08  
- Read your peers’ uploaded identified critical analytical approaches in Canvas  
- List the common critical analytical approaches and upload this onto Canvas: DUE 04/15  
- List and describe the authenticity, quality, rigor, and trustworthiness issues related to critical analytical approaches and upload onto Canvas: DUE 04/15  
Professor Moderated Focus Group:  
Are qualitative computer programs useful or just unnecessary tool? – Read Chapter 22  
Upload Focus Group 5 Big Ideas and Golden Quote onto Canvas - DUE 04/15 |
| 14. 04/16 | An Overview of Qualitative Computer Programs | Chapter 22 | Review:  
Qualitative Critical Studies  
Lecture & Activity:  
Qualitative Computer Programs  
Professor Moderated Focus Group:  
Are qualitative computer programs useful or just unnecessary tool? – Read Chapter 22  
Upload Focus Group 5 Big Ideas and Golden Quote onto Canvas - DUE 04/15 |

Week Topics Readings Activities/Assignments
15. Theorizing from Data Chapter 23 & 24 Professor Moderated Focus Group: |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reference</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/30</td>
<td></td>
<td></td>
<td>Poster Presentations</td>
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</tbody>
</table>
Assignment 1
CODING ACTIVITY

PART 1: TO BE COMPLETED BY WEEK 4 TUESDAY 02/05/2019
2. Provide a brief overview of the qualitative analysis method/strategy you used. (500 words). Please include a reference list.
3. Provide a bulleted list of the major findings/themes of your analysis.
4. Bring one copy each for your classmates:
   a. the brief overview of the qualitative analysis method/strategy you used. (500 words).
   b. the bulleted list of the major findings/themes of your analysis

PART 2: TO BE COMPLETED BY WEEK 6 TUESDAY 02/19/2019
1. During WEEK 4 and 5
   a. read your peers’ overviews of the qualitative analysis method/strategy they used
      • summarize the differences and/or similarities of the qualitative analysis methods/strategies used by your peers (300 – 500 words).
   b. read your peers’ bulleted list of the major findings/themes from their analysis
      • summarize the differences and/or similarities of the major findings/themes of your peers’ analysis (300 – 500 words).
   c. Select one of your peer’s overview of their qualitative analysis method/strategy.
      • Weaving - Write a critique of the qualitative analysis method/strategy used and provide plausible solutions to strengthen the analysis process (500-600 words).
2. Bring 1a., 1b., and 1c. to class on WEEK 6 TUESDAY 02/19/2019
Assignment 2

A SYSTEMATIC REVIEW OF ANALYSIS STRATEGIES

The aim of this assignment is to study the features of one particular type of qualitative analysis strategy, for example, thematic analysis, inductive analysis, content analysis, feminist approaches, narrative analysis, etc., as it is used within peer-reviewed published articles.

The study will include an assessment of the reporting of this one particular type of qualitative analysis strategy in 10 peer-reviewed published articles (empirical only – no review of literature/meta-analysis articles) (current 2008-2019):

1. Select one particular type of qualitative analysis strategy.
2. Conduct a review of the literature (the assigned textbook, theoretical papers, summary papers, synthesis papers, other books) to illustrate the theoretical/philosophical underpinnings, definition(s), descriptions, characteristics, constructs, concepts, etc. of the particular type of qualitative analysis strategy you have selected – include a reference list.
3. Select 10 peer-reviewed published articles that describe, discuss, and use the particular type of qualitative analytical strategy you have selected - (empirical only – no review of literature/meta-analysis articles).
4. Design an analytical framework.
   - Describe/Discuss the sensitizing concepts/constructs that underscore your analytical framework.
5. Use your analytical framework to analyze qualitative analytical strategy used in the 10 peer-reviewed published articles – include a reference list.
6. Describe the analysis process.
   - Include data displays
   - Discuss the strengths and weaknesses of your framework.
7. Describe the analysis findings.
   - Include data displays
8. Describe and discuss how trustworthiness-validity (credibility, confirmability, dependability, and transferability) and authenticity were established within the selected 10 peer-reviewed published articles.
9. Include a Discussion section
10. Include a Conclusion section
11. Include an Implications section
12. Include a Reference list (APA)

Reference:

Example of Paper Structure: Headings (You make include other suitable sub-headings if you choose to)

Abstract

Introduction

Narrative Analysis: An In-depth Review

Analytical Framework

Analysis

Findings

Findings: Trustworthiness/Validity and Authenticity

Discussion

Conclusion

Implications

References.
### Assignment 2: Rubric

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Performance Rating</th>
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<tbody>
<tr>
<td><strong>Absent</strong></td>
<td>(0)</td>
</tr>
<tr>
<td><strong>Unsatisfactory</strong></td>
<td>(1)</td>
</tr>
<tr>
<td><strong>Developing</strong></td>
<td>(2)</td>
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<tr>
<td><strong>Target</strong></td>
<td>(3)</td>
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<tr>
<td><strong>Outstanding</strong></td>
<td>(5)</td>
</tr>
<tr>
<td>1. 10 appropriate published articles are selected and referenced (APA).</td>
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</tr>
<tr>
<td>2. Qualitative analytical approach is identified, defined, described and discussed.</td>
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<tr>
<td>3. Analytical framework is present and is coherently described.</td>
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<tr>
<td>4. Analytical framework: Sensitizing concepts/constructs are coherently listed, described and discussed.</td>
<td></td>
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<tr>
<td>5. Analysis process is described in detail</td>
<td></td>
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<tr>
<td>6. Analytical framework: Strengths are coherently listed, described and discussed.</td>
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<tr>
<td>7. Analytical framework: Weaknesses are coherently listed, described and discussed.</td>
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<td>8. Findings are coherently listed, and described.</td>
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<tr>
<td>9. Trustworthiness/Validity issues are described and discussed.</td>
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<tr>
<td>10. Authenticity issues are described and discussed.</td>
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<tr>
<td>11. Discussion: Proposed new relationships and offered new perspectives to the literature on the qualitative analytical approach, and to self as a qualitative researcher.</td>
<td></td>
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<tr>
<td>12. Conclusion: The importance of findings are briefly stated and emphasized.</td>
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<tr>
<td>13. Implications: Recommendations are made to suggest how the findings can be developed.</td>
<td></td>
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<tr>
<td><strong>Overall:</strong> Strong writing quality style with clear ability to critique, express thoughts and point of view.</td>
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<tr>
<td>Excellent grammar, syntax, transitions, paragraphing, and spelling.</td>
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<tr>
<td>Coherent, well developed and clear structure.</td>
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</tr>
<tr>
<td>References (APA format) for Qualitative Analysis Strategy.</td>
<td></td>
</tr>
<tr>
<td>References (APA format) for 10 appropriate published articles</td>
<td></td>
</tr>
<tr>
<td>References (APA format) for Trustworthiness/Validity and Authenticity.</td>
<td></td>
</tr>
<tr>
<td>References (APA format) for 10 appropriate published articles.</td>
<td></td>
</tr>
</tbody>
</table>
Select a referred journal article that discusses the issues of Self-as-Researcher in Qualitative Research & QDA

a. write a description of how the author/s of the referred journal article discuss the role of Self-as-Researcher (500-800 words)

b. please bring copies of your written description to class for your peers and course instructor - 03/19/2019

• 1. FONT = 12
• 2. Spacing = Double
• 3. Single-sided
• Include word count
• 5. APA
Part 1:
For this assignment, you will use focus group interview data, interview data, and one other qualitative data source to answer the following research questions (optional – you can modify the questions based on the purpose of your investigation):
1. What characterizes group composition in a focus group meeting?
2. What are the potential effects of characterizing group composition?

Part 1:
Steps:
1. Record TWO or MORE of the focus groups conducted during this course.
2. Transcribe the focus group interviews you recorded.
3. Interview (face-to-face/phone/email) at least TWO OR MORE participants who took part in the focus groups.
4. Transcribe the interviews you recorded.
5. Collect One other qualitative data.

Part 2:
Steps:
1. Conduct in-depth qualitative data analysis of the data you collected – use at least two appropriate qualitative data analysis strategies – eg. Thematic/content analysis and discourse/conversation analysis.
2. Keep detailed memos during the analysis process

Part 3:
Prepare a manuscript that illustrates/details your study
The manuscript will include the following sections and sub-sections/headings and subheadings:

1. Abstract
2. Introduction
3. Review of Literature
4. Theoretical or Conceptual Framework/s
5. Methodology
   - Participants and Context
   - Data Collection Methods
   - Data Analysis
     - Include the Analytical Framework (these do not need headings)
     - Include a critical discussion about strengths and limitations of your analysis (these do not need headings)
     - Include Data Displays (Tables/ Figures/ Codebooks/ Coding Frameworks/ Matrices/ Quotes/ Excerpts/ Drawings) (these do not need headings but Tables and Figures need to be in the APA format)
6. Trustworthiness and Authenticity
7. Findings
   - Data representation/ Data displays (Tables/ Figures/ Quotes/ Excerpts/ Drawings)
     (these do not need headings but Tables and Figures need to be in the APA format)
8. Discussion
9. Conclusion
10. Implications
   • Include your reflections on the methodological lesson learned and how this process has enabled you to become more prepared to carry out qualitative data analysis.
11. References

References:


**FRAMEWORK FOR ASSESSING MANUSCRIPT**

**BASICS**-
1. **DOES THE MANUSCRIPT HAVE THE POTENTIAL TO MAKE SIGNIFICANT CONTRIBUTION TO AN IDENTIFIED LARGER RESEARCH CONTEXT, EDUCATION THEORY, RESEARCH, AND/OR PRACTICE?**
2. **IS THE PROBLEM OR FOCUS CLEARLY IDENTIFIED?**
3. **Is the problem relevant and significant to an identified larger research context?**

**Literature Review**-
1. Is the literature review current, comprehensive, and used to ground the research?
2. Does this section articulate how the present study will build on the existing literature?

**Theoretical/Conceptual Framework**-
1. Is there an appropriate theoretical/conceptual framework given the problem of focus?
2. Does the study/research design align with the theoretical/conceptual framework?

**Research Design**-
1. Is the chosen methodology/methodological framework described and discussed – (is it a relevant/appropriate methodology)
2. Are the research questions appropriate and well-aligned with the theoretical/conceptual framework?
3. Are the methods appropriate and sufficient to answer the research questions?
4. Are the analytic techniques appropriate and sufficiently rigorous?
5. Is the analytic framework provided?
6. Is analysis process transparent?
7. Are trustworthiness/validity/authenticity issues stated and described?
8. Are data displays/tables used?
Findings-
1. Do the findings answer the research question/s?
2. Do the findings contribute new knowledge to the field?
3. Are data displays/tables used?

Discussion-
• Are findings discussed in relation to findings, theoretical/conceptual framework, and/or review of literature?

Conclusions/Implications-
• Are the conclusions appropriate (i.e., avoiding over-generalizing from the data, etc.). Are the implications for theory, research, and/or practice well-articulated?

References & Citations-
• All in the correct APA format.

Recommendation-
• Accept/Reject/Accept with Corrections/Revise and Resubmit
General Considerations

Your material should be mounted on poster board or cardboard. Avoid the use of heavy board, which may be difficult to keep in position on the poster surface. If it seems appropriate, it can be helpful to mount conceptually related portions of your display on backgrounds of the same color, as this will help viewers scan the display efficiently.

The poster should be as self-explanatory as possible so that your main job is to supplement the information it contains. The poster format provides a mechanism for in depth discussion of your research, but this is possible only if the display includes enough information to have a sketch pad and drawing materials available to help you make your points. It is also strongly recommended that the author have available a number of copies (about 20) of the full paper to distribute to interested parties.

Arrangement of Materials

The poster surface is made of cork and measures 4' high x 6' wide. A sign containing the paper title and the authors' name and affiliations should appear at the top of the poster. Keep in mind that all your text and illustrations will be viewed from a distance of more than three feet. All lettering should be at least 2/3" high, 1" for more important information, and preferably in bold font. Figures and tables should be kept as simple as possible, so that viewers can readily take away the main message. A brief large type heading of no more than one or two lines should be provided above each illustration, with more detailed information added in smaller type beneath the illustration.

A copy of your abstract (300 words or less) should be placed in the upper left portion of the poster, with a conclusion in the lower right hand corner. Although there is considerable room for flexibility, it is often useful to have panels indicating the aims of the research, the methods and subjects involved, and the experimental tasks. Another panel might highlight the important results, with a few panels being used to present the main points in tables or figures.

When working on the arrangement of your display on the poster, be aware that it is preferable to align materials in columns rather than rows. Audience members who are scanning posters have a much easier task if they can proceed from the left to right rather than having to skip around in the display.

Presentation Guidelines

- The presenter should prepare an outline of the major points of the paper.
- The paper should not be read verbatim from the text. Not only are such presentation usually dull, but because of time constraints the author may be cut off by the session chair before reaching the most significant aspects of the presentation.
- Presentations should represent on the average a 7-10 minute summary of the paper. Highlights must be given to the data analysis process. Highlights must also be given covering such points as the purpose of the study, description of the sample, methodology, problems, and major findings, conclusions, or recommendations. The amount of time devoted to each highlight will vary according to the author’s evaluation of the importance of each area to the paper.
The student will read and extract at least 5 big ideas expressed in each of the assigned readings for each focus group: **BIG IDEAS MUST BE RELATED/PERTINENT TO QDA. PLEASE NO SUMMARIES OF THE JOURNAL ARTICLE.**

The student will also extract one quote (*the Golden Quote*) from each of the assigned readings for each focus group. These big ideas and golden quotes will be the basis of the discussions and questions in each focus group.

All focus group big ideas and golden quotes must be completed prior to class and submitted for points. **Do not summarize the assigned reading!!! The Abstract does that for you.**

Please bring copies of your Big Ideas and *Golden Quotes* for each focus group to class i.e. please bring copies for your peers and course instructor.

The rationale for focus groups is for you to share the 5 big ideas and the *Golden Quote* from your assigned focus group reading.

You may read all the focus group readings listed for each class if you choose to.

**Format:**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Focus Group 1</th>
</tr>
</thead>
</table>

1 - 2 Pages (max)
Double-spaced
12 Font
Assignment 6

**OPEN BOOK SHORT TEST/TAKE HOME TEST**

The open book short test will assess your knowledge of **the two** topics listed below:

1. 
2. 

**Rubric**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Absent (0)</th>
<th>Unsatisfactory (1)</th>
<th>Developing (2)</th>
<th>Target (3)</th>
<th>Outstanding (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing Quality:</strong></td>
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<tr>
<td>Strong writing style with clear ability to critique, to express thoughts and points of view about __________________________.</td>
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<td><strong>Instructor Comment/s</strong></td>
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<tr>
<td><strong>Description of __________________________:</strong></td>
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<td>Clear incisive description that reveals synthesis and critique of __________________________.</td>
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<td><strong>Instructor Comment/s</strong></td>
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<td><strong>Insights and Understanding:</strong></td>
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<td>Clear and definite insights about __________________________.</td>
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<td><strong>Instructor Comment/s</strong></td>
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<tr>
<td><strong>Overall:</strong></td>
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<tr>
<td>Strong writing quality style with clear ability to critique, express thoughts and point of view.</td>
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<tr>
<td>Excellent grammar, syntax, transitions, paragraphing, and spelling.</td>
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<td>Coherent, well developed and clear structure.</td>
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</tbody>
</table>

**Format:**

1. FONT = 12
2. Spacing = Double
3. Single-sided
4. Max pages per question -6-10 – excluding References
5. APA