Course Overview

The goal of this course is to provide you with the skills and knowledge needed to appropriately implement and critically consume research across settings related to the social sciences. The course includes an in-depth study of research methodology, including developing research questions, identifying and conceptualizing research designs and critically evaluating research design, implementation, dissemination, and reporting. This course introduces students to the theoretical foundations of inquiry and the practical aspects of designing and conducting independent research at the graduate level. Course content is applicable to research and evaluation contexts in education as well as other social and human service practices. As a result of this course, you will be able to:

Course Goals Aligned to SOE Standards

- Describe the standards for educational research as defined by the American Educational Research Association
- Describe and state the major steps involved when conducting educational research; EHHP II
- Describe and provide examples of hypotheses/problem statements for educational problems/topics; EHHP II
- Develop research questions related to a current research(able) problem
- Prepare and evaluate a research plan/design; EHHP I,II,VI,VII; ISTE 3d,5c
- Describe and use sampling techniques; EHHP II
- Describe and provide examples of different types of reliability and validity; EHHP II
- Define, describe, and provide examples of specific research methodologies, including: qualitative inquiry, case study, ethnography, mixed-methods, and survey research (descriptive); EHHP II, VI
Differentiate a variety of means of generating qualitative data, including interviews, observations, and document analyses

Write an original research proposal; EHHP I,II,III,VI, VII; ISTE 5c,5d

Additional Course Goals specific to Inquiry

- Articulate the landscape of qualitative research, including its historical roots, philosophical traditions, and methodological approaches
- Articulate the landscape of mixed methods research, including its historical roots, philosophical traditions, and methodological approaches
- Identify a range of research designs
- Carry out aspects of a research study, including developing research questions, methods for generating data, and analyzing data
- Develop a clearer understanding of, and commitment to, personal values and how such values inform our ways of knowing and viewing the world (epistemological stance)
- Practice reflexivity, including awareness of your own subjectivities, understanding of research as relationship, and the ethical responsibilities of qualitative researchers
- Evaluate research for methodological features
- Develop a professional ethnos that includes a curiosity for independent research and a flexible disposition

Course REQUIRED training to complete by March 15, 2017. (This is a mandatory component of the course and is to be completed on your own time during the course. You can email me the certification email that you will receive once you complete it.)

CITI Training. You will complete a series of training modules that will result in certification compliant with CofC and MUSC Institutional Review Board standards. You will then be able to seek permission to conduct research at these and most other research institutions. [A link to the CofC sponsored CITI training site is located here](http://orga.cofc.edu/pub/compliance_IRB_RESEARCHER_TRAINING.shtml). Complete all modules required for conducting research with children. A list of required modules is located here: [http://orga.cofc.edu/pub/compliance_irb_CITI_tracks.shtml](http://orga.cofc.edu/pub/compliance_irb_CITI_tracks.shtml) If the links don't work just go to the college of Charleston's IRB website and complete all modules related to children.

Course Texts

**Required**


**Recommended**


All other readings are available for you in pdf format on OAKS.
Assessment of Learning Overview with Suggested and Required Deadlines:

Please note these dates are subject to change throughout the course as we move through the content.

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Points Possible</th>
<th>Suggested/Required Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (including attendance and discussion leaders)</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Knowledge Construction Response Paper and Individual Analysis</td>
<td>10</td>
<td>Due, Saturday, February 11, 2017</td>
</tr>
<tr>
<td>Article Critique Paper</td>
<td>10</td>
<td>Due Sunday, March 5, 2017 by 11:59pm</td>
</tr>
<tr>
<td>Data Analysis of a Transcript</td>
<td>10</td>
<td>In class, TBD</td>
</tr>
<tr>
<td>Reflexivity Paper (What draws me to this research?)</td>
<td>10</td>
<td>Suggested: April 25, 2017</td>
</tr>
<tr>
<td>Mini methods memos (2)</td>
<td>100 (50 points each)</td>
<td>Due date will vary by choices, but you cannot submit two at the same time. You need to submit two weeks apart, so begin planning. Suggested: Memo 1 before March 1, 2017; Memo 2 before April 1, 2017</td>
</tr>
<tr>
<td>Survey Development on Immigrant Youth Belonging and Social integration</td>
<td>TBD</td>
<td>In class, TBD</td>
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<tr>
<td><strong>IRB Training</strong></td>
<td>Pass/Fail</td>
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<tr>
<td>Final Research Proposal</td>
<td>100</td>
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<tr>
<td><strong>Total Points</strong></td>
<td>340</td>
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</table>

**Attendance:**

Attendance will be taken and is mandatory. Some class meetings will be virtual as the course builds and you will be working toward more independent projects and research activities.

**Participation:**

As graduate students, you are responsible for completing all reading in preparation for class. You are also expected to engage in rigorous, individual study during this course. The professor is here as a resource and as a guide, but it is the student’s task to carry out effective independent research. This course will emphasize a seminar style that is very interactive and places high value on every student’s voice. The professor will provide structured lectures and planned activities, but she will also expect shared, rigorous conversation and engagement. As graduate students, you are expected to arrive in class with your own ideas and be ready to use the readings as a way to develop your own skills. To accomplish this, graduate students will need to engage in thoughtful, detailed reading of assigned texts and make multiple contributions in class each week. If you are using an electronic copy of the text, please make sure it is accessible to you at the beginning of class. All writing assignments must be submitted by the deadlines. **No late work is accepted.** If an emergency occurs, please consult the professor to make arrangements.
**I strongly encourage you to bring your computer to every class so that you can access Google Slides and take strong notes on every reading given that each reading will feed into your written assignments.

Late assignments
Due to this course having multiple assignments, including many that build on one another, I strongly discourage late submission of assignments. Additionally, late submission of your work will result in no feedback from me. Written assignments turned in on the due date, but after the due time, will be considered late and awarded a zero score.

Reading Groups /Discussion Leadership
In this course, you will often read in groups in order to maximize the knowledge we gain. For each class, you are required to read the CORE reading and any additional reading with your small groups. Your small group is expected to read/discuss together BEFORE our class meetings, I recommend google docs or google hangout, and be prepare to present the article to the class on the date it is due. You are required to share the methodological focus and foundation of the article. I would suggest a powerpoint or handout for your classmates that follows the criteria below. I have set up a google slides share for us to store reading groups’ presentations throughout the semester. You will be expected to share out the following information about your group’s reading. These reading groups will be flexible and assigned by the professor as indicated on the syllabus.

- Research Problem/Question
- Theoretical / Conceptual framework
- Review of the literature (if provided)
- Methodology, design and logic
- Sample selection, unit of analysis
- Data collection (generation) methods
- Classification, analysis and interpretation

Assignment Descriptions
Assignment Submission
Please submit assignments electronically via email unless I tell you otherwise. I will make comments on your electronic documents and return them to you via email. If you have difficulties uploading the file, then please email it to me at rodriguezs1@cofc.edu. To assist with file organization, please use the following naming conventions for your assignments if you email it. For example, name it Assignment Name_First Name Last Name Date.doc.

Course Assignment Descriptions
These assignments support the objectives in the course.

All of these assignments require you to consider the following elements of the research, which are adapted from the American Educational Research Association (AERA) standards and evident in course readings:

- Research Problem/Question
- Theoretical framework
- Review of the literature (if provided)
- Methodology, design and logic
- Sample selection, unit of analysis
- Data collection (generation) methods
- Classification, analysis and interpretation
DISCUSSION LEADERSHIP/READING GROUPS (these are the same as your groups in the reading calendar)

In designated classes, we will be reading research journal articles related to educational issues across the country. In a small group, carefully review the study for your assigned group so that you will be prepared to lead a 15 minute discussion and/or activity on the article. I would like you to input the information from your group's assigned reading into Google Slides for our class. This way we can build our knowledge together during this short course.

For your discussion and the Google Slides, please organize your slides accordingly (there are examples on Google Slides as well):

- Synopsis of the following areas of the research study
  - Research Problem/Question
  - Theoretical framework
  - Review of the literature (if provided)
  - Methodology, design and logic
  - Sample selection, unit of analysis
  - Data collection (generation) methods
  - Classification, analysis and interpretation

- Interactive and engaging discussion questions based on the case example that relate to topics for that particular week of the course (and prior topics in the course, as appropriate)

- Discussion questions regarding the strengths and weaknesses of the study

Be sure that all aspects of the discussion/activity focus on how the study was conducted, not what the study found.

When assessing the discussion you/your group lead(s), I will be looking for the following:

- Evidence of equitable collaboration between group members, and that group members had a thorough understanding of the article/book section.
- Class discussion focuses on the study’s methodology, or aspects of how the study was conducted/reported
- Class discussion connects the article/book section to topics/ideas discussed in the course
- Evidence that discussion is engaging and relevant to other members in the class

Assignment: ARTICLE CRITIQUE (Midterm)

Provide a 1000 word critical examination of an empirical research article with a design of your choice (qualitative, mixed-methods, multi-method or survey design) that discusses at least one (and not more than three) of the following elements (adapted from AERA standards). Please note that you MAY NOT critique the review of literature (not the focus of this course) or the data collection methods (design element that is usually easiest to understand) and I want to facilitate your learning. The article must not be one from the syllabus. I would suggest that you search topics that will help you in your final proposal or research on a topic that you have interest in. You should summarize the basic design elements in the article and then you should discuss which aspects of design are strong and which are weak as part of your critique.

- Research Problem/Question
- Theoretical framework
- Methodology, design and logic
- Sample selection, unit of analysis
Classification, analysis and interpretation

Be sure to address both strength(s) and weakness(es) of the article. Summarize your critique in a thesis statement that can be the organizing argument for the paper. In the process of discussing and critiquing the research design elements of the article, be sure to provide evidence from the article to support your claim(s), as well as utilize course readings to describe the research design elements and substantiate your critique. Finally, keep in mind that what you choose NOT to write about also helps the reader focus on what you view as the major strength(s) and weakness(es) of the article.

Grading Guidelines

- Paper demonstrates an appropriate understanding of a limited number of research design elements (2 pt)
- Paper addresses both strength(s) and weakness(es) of the article (2 pt)
- Paper includes appropriate evidence from the article to support the critique (2 pt)
- Paper includes an integration of course readings to describe design elements and substantiate the critique (2 pt)
- Paper reflects appropriate discretion of which research design elements NOT to focus on in the paper (1 pt)
- Paper has a clear argument/thesis, good organization, and relatively no grammatical errors, typos, etc. (1 pt)

Note on choosing articles: To identify articles for review, conduct a literature search on a topic of interest to you. Many substantive and discipline-specific journals publish qualitative research studies (e.g., American Educational Research Journal). Such journals often publish research that utilizes a range of methodologies, so be sure that the study utilizes qualitative research methods. Alternatively, the following list contains journals that predominately publish qualitative studies. You might also want to search within a journal to find an article on a topic of interest to you. Please note that in these journals, some articles are theoretical papers, rather than an empirical study that utilizes qualitative methods.

*Anthropology and Education Quarterly*
*Ethnography*
*Developmental Psychology*
*Journal of School Psychology*
*Early Childhood Education Journal*
*Research in the Schools*
*International Journal of Qualitative Studies in Education*
*International Journal of Social Research Methodology Theory & Practice*
*Journal of Social and Personal Relationships*
*American Journal of Evaluation*
*Qualitative Inquiry*
*Qualitative Social Work: Research and Practice*
*Qualitative Sociology*
*Sociological Quarterly*
*American Journal of Sociology*
*Educational Policy Evaluation and Analysis*
*Teachers College Record*
*American Educational Research Journal*

Assignment: KNOWLEDGE CONSTRUCTION PAPER
This short 2-3 page paper will ask you to synthesize key ideas from the first three weeks of class related to how knowledge gets constructed and produced and why it matters as we conceptualize research. Other guidelines: Double-spaced, Times New Roman, 12pt. Follow APA, but you do not
Several questions you need to consider:

- Choose any of the course readings that were empirical (Kallemein, Gutstein, Wallace), and reflect upon the paradigms, ways of knowing, and philosophical underpinnings that were present in these studies. How were readers made aware of these stances? Did the researcher convey a personal set of values, assumptions or beliefs in these readings?

- **Goal of Writing Assignment** is to learn the paradigms, identify how other researchers expose themselves, and then think about your own ways of knowing and being in the world.
  - How does knowledge get constructed?
  - What is an epistemic orientation?
  - How will your values, beliefs, and dispositions inform your research topic?

**Assignment: MINI METHODS MEMOS (2)**

For each design we cover, you will select two to write a 2-3 page memo about it. You are required to develop research question(s) that would drive the particular method you choose. You are required to draw on the course reading to demonstrate that you understand the purpose and goals of a particular design, and how / why it will help you answer your research questions (you will choose two designs from the following list, case study design, ethnography, survey design, mixed methods design; evaluation research will be covered at the end of the semester but typically survey and mixed methods are designs for evaluations anyway. If you are interested in evaluation, we can discuss this further as a memo option for you). Additional guidelines will be distributed in class.

**Assignment: DATA ANALYSIS OF TRANSCRIPT**

Guidelines distributed in class

**Assignment: Reflexivity Paper**

[To be submitted with Final Research Proposal]

Because this is a reflexivity paper, it MUST be written in first person. How you organize and structure the paper is up to you. Feel free to be creative in your approach. For example, you may choose to do so in the form of a story, you may organize it chronologically, by topic, or another way you find meaningful. This paper is NOT a reflection on your learning experience during the course.

**Critical Self-Reflection as a central feature of reflexivity**

Reflexivity is the "process of critical self-reflection on one's biases, theoretical predispositions, preferences, and so forth...It can point to the fact that the inquirer is part of the setting, context, and social phenomenon he or she seeks to understand" (Schwandt, p. 260). The following questions may be helpful in stimulating your thinking:

- What do you envision your role with participants to be (i.e., complete-observer, observer-as-participant, participant-as-observer, complete participant)? How will this role affect the data you generated and analyzed? (refer to the Dimitriadis article in this class an example of reflexivity on researcher role)

- What are your perspectives, biases, etc. on what you are studying? How did these perspectives, biases, etc. affect your study, including the formation of the study, data generation, data analyses, data representation and so on? [Some of these questions will not be relevant until after you begin capstone research.]

**Grading Guidelines**

- Awareness of researcher's identities and responsibilities (2 pt)
- Understanding of how identities/responsibilities affected the validity of the study (2 pt)
- Good understanding of the process of doing qualitative research (2 pt)
• Ability to be self-critical; honesty and willingness to admit faults (2 pt)
• Well-written, organized, coherent, concise (2 pt)

• Draw on your personal, professional, and educational experiences. Begin to connect the research problems you are interested in addressing with the theoretical/conceptual approach and philosophical foundations of inquiry.

Assignment: RESEARCH PROPOSAL

Research Proposal [RP]: Due to the nature of social science education research, a pre-ordinate, prescriptive research plan is inappropriate. Even still, qualitative, mixed-methods and quantitative researchers identify a place to begin, a direction in which they intend to go, and an anticipated means of proceeding. Such a plan is particularly helpful for novice researchers. As background to this plan, be sure to 1) conduct a literature review on previous research on your topic and theoretical frameworks for understanding your topic [MTLA students should have done this, other M Ed candidates this will actually be the focus of your final paper in EDFS 635], and 2) identify potential study participants or invested stakeholders to collaborate with you on your research plan, meeting with them and gaining their insights and contributions.

Structure your proposal after the model provided by Maxwell (2005) in Chapter 7. The proposal should include:
• Abstract
• Introduction
• Conceptual framework / Review of Research Literature [This will vary based on where you are in your program]
• Research questions
• Research methods
• Validity

Appendices:
• Be sure to also include a Management Plan for your research study. This is a timeline that outlines when and how you will handle the logistics of the research.
• Know the research question(s) that will guide your study; have ideas about your sampling design and data collection strategies; Continue preparations for entering the field (e.g. contact key informants/gate keepers, schedule initial interviews, print out consent forms, etc).

Protocols [P]: For each data source that you plan to use--interview, observations, document analysis--submit a draft of a protocol. An informed consent form should also be included, per guidelines by the [http://www.orga.cofc.edu/pub/compliance_irb_index.shtml](http://www.orga.cofc.edu/pub/compliance_irb_index.shtml) Please be sure to visit the COFC IRB website frequently for resources and templates. As you develop the protocol(s), consider the following questions: How will you introduce the study to participants? What questions will you ask and/or what will you focus on observing to ensure you collect data that addresses your research question? How does your theoretical framework help inform your questions? Does the order of the questions matter? What will be your role or position? Be sure your protocol includes the following characteristics:
• Informed consent contains necessary components outlined by CofC IRB guidelines, and is easily readable/understandable for the intended audience
• Protocol gives enough specificity to guide what data the researchers intend to generate, while also providing opportunity for emergent issues
• Protocol will likely generate data that provides a holistic, coherent, complex understanding of the phenomenon
• Protocol will generate concrete data to address the research question
• Protocol is well-organized, easy to use, and uses language that is understandable for the participant

Presentations of Inquiry Proposals (TBD) [P]: Prepare a 10 minute presentation about your research project. Be sure to include an overview of your research questions; conceptual framework; research methods--data generation procedures, data analysis procedures; how you addressed validity; and a preliminary finding. This presentation will give you an opportunity to receive feedback on your final project from your peers. Please prepare a Power Point (or similar) presentation and/or handout to support your presentation. This is a Pass/Fail assignment, and the expectation is that you present your proposal on the last day of the course for feedback.

Research Proposal—more Specific Guidelines: Write an 8-15 page paper to represent your research study. Think of this paper a research study proposal that lays the groundwork for your capstone. This paper incorporates components of the previous assignments and SEVERAL of the course readings. The following are the grading guidelines.

• Abstract
• Introduction/Problem Statement
• Conceptual framework
  o Brief literature review that frames the research topic, including
    ▪ what is already known and
    ▪ how this study makes a contribution to existing knowledge
  o Theoretical framework
• Research questions
  o State your question(s)
  o Demonstrate how research questions are consistent with your inquiry aims and conceptual framework
  o Demonstrate coherence and logic between questions
• Research methods
  o Overview of study methodology or research design, what was it and why did you choose it to address your research question
  o Researcher relationships with study participants (N/A for some)
  o Site and participant selection, including a description of the sample selection process, and a discussion of adaptations to sampling, if applicable
  o Data generation methods: what were they and how did you generate the data?
  o Description of procedures for data analysis and interpretation
• Validity
  o What particular validity concerns were central for you to consider in this study?
  o What strategies did you use to help ensure validity?
• Preliminary finding (Not applicable now)
  o Addresses the research question(s)
  o Provides thick, rich description
  o Provides interpretation, meaning of the data
  o Provides a compelling argument of the themes, categories discussed
  o Provides evidence that the researchers triangulated data, validated findings
  o Form and organization of the paper reflect the intentionality of representation
  o Uses tables, figures, and/or creative compositions, as appropriate to represent findings
  o Appropriately addresses generalizability
  o Appropriately acknowledges the limitations of the study or findings
• Appendices
o Data collection tools (survey instruments, questionnaires)
o Management plan: What is the projected timeline, including how you will contact schools, teachers, students? Will you make fliers or send an email?
o Dissemination plan: How will you or have you shared study findings with study participants or local stakeholders? [This will be crucial for your advocacy plan and capstone research, but for now this should be understandably tentative]

Additional Grading Criteria
• Integrates course readings to justify research approach, describe methodology, and/or to discuss appropriate generalizability and acknowledge limitations of the study
• Exemplifies some common characteristics of qualitative research (e.g., emergent or flexible, researcher as primary instrument, inductive, rich description, focus on meaning and interpretation); For survey research and other descriptive or sequential quantitative designs one will see hypotheses, measurements, and data analysis procedures outlined.
• Integrates researcher reflexivity, and recognizes that the researchers have biases
• Utilizes headings and subheadings to organize the paper effectively
• Well-written, relatively free of typos and grammatical errors
• Reference list and citations in APA

Evaluation Criteria:

A:  93 - 100
B+:  88 – 92
B:  83 – 87
C+:  78 – 82
C:  74 – 77*

*F= Any grade of a 74 or below is considered a failing grade for all graduate students.

Honor System:

All students are expected to comply with the honor code of the College of Charleston. Violations of the honor code, in particular plagiarism (including the first offense) will result in a grade of XF for the course.

Americans with Disabilities Act (ADA):

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class of any accommodations needed for the course. We are here to work with you and invite you to inform us of any accommodations you need. You can also contact the Office of Disability Services.

Weekly Schedule with Course Readings & Assignments
*Please note: The readings are substantial and we will move quickly through this important content, so please stay on top of the reading, be curious, ask questions, struggle through it and be flexible as we move through dense philosophical material. The result is that you will have a solid foundation for conducting rigorous, independent research.
<table>
<thead>
<tr>
<th>Date</th>
<th>Core Reading (Required)</th>
<th>Group Reading (One reading or set required; others optional)</th>
<th>Reading Discussion Questions/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 17</td>
<td>Intro to Course, What is Qualitative Inquiry?</td>
<td></td>
<td>Please note: All questions are just a guide for our class discussion. You only have to write up something if it says so.</td>
</tr>
<tr>
<td></td>
<td>Course introduction</td>
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</table>
• Gutstein, E. (2007). “And that’s just how it starts”: Teaching mathematics and developing student agency. *Teacher College Record*, 109(2), 420-448. | • Write a one page typed/handwritten reflection that answers the following question after reading Lincoln and Guba in class.  
• What is inquiry?  
• What are the characteristics of research (in the empirical readings)?  
• Drawing on Lincoln and Guba, what philosophical foundations or paradigms are present in the empirical readings? |
• What constitutes knowledge?  
• How is the nature of knowledge understood within various theoretical perspectives? |

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<th>Date</th>
<th>Activity</th>
<th>Reading Material</th>
<th>Guiding Questions</th>
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</table>
- The Belmont Report  
http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html                                                                 |                                                                                                                                                      |
| February 14 | Case Study Design                                                           | - Standards for Reporting on Empirical Social Science Research in AERA Publications  
- Yin, R. *Case Study Research* chapters 1-3                                                                                                                     | **CHOOSE ONE:**  
- Why do researchers choose case study research?  
- What is unique and helpful about a case?  
- What qualifies as a case? (Do Howes & Segal and/or Akiva et. al, qualify as a case study design under Yin’s criteria?)  
- What is challenging about case study design?  
**Guest: Eileen Callahan IRB** |
| February 21 |知识构建论文作业截止日期，2月11日，2017年 |

**Knowledge Construction Paper Due, Saturday, February 11, 2017**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings and Resources</th>
<th>Guiding Questions</th>
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</table>
| February 28| Foundations of Mixed Methods Research |  • Hesse-Biber, S. *Mixed Methods Research Theory to Practice*. Chapters 1-3  
• Decuir & Shutz (2016). Chapters 1-3  
• Smagorinsky, *The methods section as conceptual epicenter* [please skim; will be part of the class lecture]  
• What are the reasons researchers choose this design?  
• What type of data can you generate from a mixed methods design? |
| March 7    | No class, spring break!                                                                 |                                                                                       | Article Critique Due Sunday, March 5, 2017 by 11:59pm                             |
| March 14   | Mixed Methods Design  
• Continue Hesse-Biber, ch. 3.  
**Additional TBD | **Revisit Tuschannen on survey instrument, distribution and analysis  
**Guest Speaker: Quinn Burke |
| March 21   | Survey design  
Babbie, E. (1993): Survey Research Methods,  
• Chapter 3, “Survey Research as a Method of Social Science”  
• Chapter 4, “Types of Study Design”  
• The Logic of Survey Sampling  
• Conceptualization and Instrument Design  
**Revisit Tuschannen on survey instrument, distribution and analysis | **Guest Speaker: Quinn Burke |
| March 28   | Ethnographic Design  
Participant Observation |  • Clifford’s “Ethnographic Authority”…  
• Emerson, Fretz and Shaw. *The Art of Writing Ethnographic Field Notes*. Selected chapters  

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<th>April 4</th>
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<tr>
<td>Evaluation Research</td>
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<td>TBD-Possible Virtual Meeting</td>
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<th>April 11</th>
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<tbody>
<tr>
<td>Interviews</td>
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<tr>
<td>Data Analysis and Coding</td>
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<tr>
<td>• Brinkmann, C. (2013). <em>Qualitative Interviewing</em>. Oxford University Press. Ch. 2 and 3</td>
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<tr>
<td>• Posey-Maddox Professionalizing the PTO: When Middle Class Parents Choose Urban Schools. <em>Teachers College Record Article</em> [See Interview Protocol in Appendices especially]</td>
</tr>
<tr>
<td>• Bailey on coding</td>
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<tr>
<td>• Saldana (2013) on “Coding” qualitative/mixed methods data</td>
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<tr>
<th>April 18</th>
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<tr>
<td>Ethics and researcher role</td>
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<td>• Howard, Nash, Rodriguez, &amp; Thompson (2016). “The Messy Processes, Multifaceted Risks...in Critical Ethnography” <em>Critical Questions in Education</em></td>
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<tr>
<td>• Survey Development</td>
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<td>• What is the role of relationship-building in qualitative interviewing?</td>
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<td>• How do you build trust with interview participants?</td>
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<tr>
<td>• In class: Review Dr. Rodriguez’s Interview Protocols in class</td>
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**Guest Speaker: Dr. Jenna Stephenson Abetz**

Research Proposal Due during finals week