"We all know that we can go through life convinced that our view of the world is the only valid one. If we are interested in new perceptions, however, we need to catch a glimpse of the world through other eyes. We need to be aware of our own thoughts as well as the way life is viewed by other people."

— Leona Okakok
COURSE GOALS

This course will enable participants to:
- Characterize qualitative research within the field of educational research more broadly and explain the range of problems addressed by various traditions of qualitative research
- Complicate and refine assumptions about objectivity, culture, and personal experience as they pertain to scientific research
- Develop critical insight into research design, methods, and choices in representing data and findings
- Generate "researchable" questions for qualitative study
- Identify the appropriateness and purpose of particular research methods for addressing particular questions
- Recognize and experience the complexity of qualitative data analysis
- Recognize and apply ethical standards to the conduct and critique of research processes, studies, and publication
- Collaborate with research team members

COURSE TEXTS

All assigned readings will be available via our Moodle site. For those interested in having their own personal copies of qualitative methods textbooks, I recommend the following:


Hi! I’m Kelly.

I have been teaching since 2006, first as a high school English teacher in the Bronx, NY and second as a professor of education (at Barnard College and here in the Bi-Co). In my teaching, I strive to co-create joyful, critical learning communities with my students--spaces where all individuals feel welcome and all ideas are seen as worthy of our attention and analysis. I look forward to learning with and from you this semester.

kzuckerman@brynmawr.edu

Office Hours Weekly By Appointment:
WHAT CAN YOU EXPECT?

1. Consistent overarching structure for each session
2. A focus not only on content but also on the creation of community
3. Discussions at varying levels (e.g. dyads, quads, full group)
4. Frequent solicitation of feedback on course content, structure, and my pedagogical practices
5. Use of multimedia during class sessions whenever possible
6. Ongoing requests for you to examine your own positionality in light of the topics of the course
7. Multiple opportunities for you to evaluate your own development
8. Shifts and changes when necessary and with as much advanced notice as possible

A note on masking in Bi-Co Education Courses for the Spring 2022 semester:

The Bi-Co continues to embrace a “mask-friendly” policy in all campus indoor spaces. In their communication with faculty, the college leaders explain: “Part of being mask-friendly means that hosts of gatherings may set expectations for masking at events, inclusive of faculty in their classrooms and other learning spaces.” Given the rise in covid cases in our area, and given that the winter weather will make ventilation more challenging, we have as an Education Program agreed to make masking the norm; masks must be worn in all classroom and associated (e.g., partnership/field placement) spaces. We have decided to lean toward safety for several reasons: to ensure that we ourselves and everyone in our classes feel safe, to protect those with whom we partner in educational settings beyond the Bi-Co, and in consideration of those who have their own health to consider and responsibility for the care of others. We welcome dialogue about this policy and expect that, as conditions and the covid virus continue to shift, we will revisit it.

COURSE ATTENDANCE & PARTICIPATION

In this course, I am committed to creating and supporting a classroom community that is inclusive, equitable, and conducive to learning for all students. Your regular attendance and active, thoughtful engagement and constructive contributions (which can and do often look different for each individual) are key to your own and other’s learning in this course. I believe that there is a certain, irreplaceable magic that happens when we are learning together in community. With that said, I also understand the pressures of the given moment and respect that this course is only one of many priorities in your life. If you are unable to attend class or complete an assignment by the due date, I ask that you let me know ahead of time and work with me to determine when you will complete the work (from class or assigned). If it is not possible for you to request extra time beforehand, I ask that you maintain communication with me so that we can work together to determine a good course of action. This may include partnering with your Dean to arrive at a workable plan for meeting course and individual goals. As I believe that you can best assess your efforts, engagement in the course, both inside and outside of class, you will use a participation rubric to self-assess the quality of your contributions to class twice during the semester (March 1st and April 26th).
Critical Consumption of Qualitative Research Project (Multimodal presentation, 4/17; 4/19, or 4/24)

For this project, you will select an ethnography tied to one of your individual interests and/or goals and will read it critically over the course of the semester, drawing connections between our exploration of qualitative methodology and the study described. You will then develop a 20-minute interactive presentation to share this work with the class aimed at highlighting its research design and impact.

The Mini Study (Over the course of semester; due dates for individual products listed on page 5)

For this project, you will work both individually and in a research team to conduct a mini pilot study based on a topic that would be able to be easily studied using classmates and/or other Bi-Co students as research participants. As part of your grading, you will complete both a self-evaluation as well as an evaluation of each group members' contributions.

All Written Work Should Feature:

- 12-point Times New Roman (or equivalent) font
- Double-spacing, with 1 inch margins (be sure to adjust the default page settings if using Microsoft Word)
- Complete citations of all sources using a known citation format (MLA, APA, Chicago) https://guides.tricolib.brynmawr.edu/u/c.php?g=284950&p=1899017
- Pseudonyms for all research participants
<table>
<thead>
<tr>
<th>Part of Mini Study</th>
<th>Individual Product</th>
<th>Group Product</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITI Training</td>
<td>X</td>
<td></td>
<td>2/12/23</td>
</tr>
<tr>
<td>Statement of Problem and Research Questions (2 pages)</td>
<td></td>
<td>X</td>
<td>2/19/23</td>
</tr>
<tr>
<td>Researcher Positionality Statement (1-2 pages)</td>
<td>X</td>
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<td>2/26/23</td>
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<tr>
<td>Conceptual Framework/Annotated Bibliography</td>
<td>X</td>
<td>X</td>
<td>3/3/23</td>
</tr>
<tr>
<td>IRB Template and Informed Consent Form</td>
<td></td>
<td>X</td>
<td>3/19/22</td>
</tr>
<tr>
<td>Data Collection: “Field Observation” and Reflective Memo</td>
<td>X</td>
<td></td>
<td>3/26/23</td>
</tr>
<tr>
<td>Data Collection: Interview Transcript and Reflective Memo</td>
<td>X</td>
<td></td>
<td>4/2/23</td>
</tr>
<tr>
<td>Data Analysis: Coding Guide and Theme Development</td>
<td></td>
<td>X</td>
<td>4/16/23</td>
</tr>
<tr>
<td>Findings Excerpt</td>
<td>X</td>
<td></td>
<td>Seniors by 5/6/23 at 5 pm All others by 5/12 at 12:30 pm</td>
</tr>
<tr>
<td>Conclusion, Limitations and Implications</td>
<td>X</td>
<td></td>
<td>Seniors by 5/6/23 at 5 pm All others by 5/12 at 12:30 pm</td>
</tr>
<tr>
<td>Researcher Reflection</td>
<td>X</td>
<td></td>
<td>Seniors by 5/6/23 at 5 pm All others by 5/12 at 12:30 pm</td>
</tr>
</tbody>
</table>
If you have (or think you have) a learning difference or disability - including mental health, medical, or physical impairment - please reach out to Access Services/ Disability Services at your home institution (HC/BMC) to confidentially discuss the process to establish reasonable accommodations. It is never too late to request accommodations - our bodies and circumstances are continuously changing.

Students who have already been approved to receive academic accommodations and want to use their accommodations in this course should share their accommodation letter and make arrangements to meet with me as soon as possible to discuss how their accommodations will be implemented in this course. Please note that accommodations are not retroactive and require advance notice in order to successfully implement. I am happy to work with you to ensure that you have the support that you need.

https://www.brynmawr.edu/access-services; https://www.haverford.edu/access-and-disability-services

It is a state law in Pennsylvania that individuals must be given advance notice that they may be recorded. Therefore, any student who has a disability-related need to audio record this class must first be approved for this accommodation and then must speak to me. Other class members need to be aware that this class may be recorded.

Students are encouraged to reach out to the Office of Academic Support/ Office of Academic Resources staff to explore effective learning, studying, test-taking, note-taking and time and stress management strategies that are essential to success in this course and your educational career.

http://www.brynmawr.edu/deans/acad_support/learning_resources.shtml
https://www.haverford.edu/oar

If, at any point in the semester, a disability or personal circumstances affect your learning in this course or if there are ways in which the overall structure of the course and general classroom interactions could be adapted to facilitate full participation, please do not hesitate to reach out to me.
ACCOUNTABILITY

As part of the accountability process, you will be asked to write a one page reflection (due along with your final work) about your growth and learning towards the course and individual goals over the semester and assign yourself a grade. This self-reflection will be put in conversation with my own observations and engagements with you and your work in the process of issuing an official grade.

THINGS TO REMEMBER:

1. I want you to do well.
2. I believe that you can succeed.
3. I see myself an active partner in your intellectual and personal growth and development.
4. I am here to support you.