An Introduction to Qualitative Research in the Social Sciences

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Days and times: TBA

COURSE DESCRIPTION AND OBJECTIVES

This course introduces the fundamental skills required to design and conduct qualitative research in the social sciences. Students will be encouraged to make connections between research and their own lives and become familiar with the basic procedures used in qualitative research (e.g., focus groups, interviews, observation, data analysis, etc.)

Areas of emphasis include interpreting research literature (articles); conducting a literature search; planning and implementing a research study, selecting appropriate procedures for analysis; and presenting a research proposal. Students will be expected to read and interpret research articles and assigned documents. They will prepare a research proposal of their own making, demonstrating an understanding of qualitative research design. The focus for this course will be on *qualitative* research methodology and design.

Topical areas that will be discussed will acquaint students with a number of different approaches to qualitative research that may be employed by a researcher to arrive at answers to a set of research questions. The research designs to be studied (e.g., case study, ethnography, narrative inquiry, action research, etc.) are not intended to be exhaustive, but are those that are commonly used by researchers working within the area of social science. This course will be taught in English. *No prerequisite requirements. Open to ALL undergraduate students.*

Learning Objectives/Outcomes:

As a result of appropriate instruction and active participation, students will:
- Describe the reasoning involved in the scientific method
- Identify and describe an appropriate research topic
- Become familiar with the basic procedures used in qualitative research (e.g., focus groups, interviews, observation, data analysis, etc.)
- Describe and state the major characteristics of the different research approaches used in qualitative research (e.g., action research, case study, ethnography, narrative approaches, etc.)
- Construct a purpose statement, which will include an action verb (e.g., investigate), describe the context, identify the phenomenon under investigation and the potential participants
- Identify and become familiar with the various challenges involved in the research process (e.g., determining and accessing a sample; addressing ethical issues; collecting, analyzing, and disseminating the final results)

- Acquire a working knowledge of qualitative research design as a result of analyzing peer-reviewed research articles
- Summarize and pose questions, relating to a wide variety of topics and make connections to their own lived experiences
- Present a brief report to classmates outlining their proposed research proposal

Resources: Dr. Bayley will make available to students *class notes* and assigned readings relating to each of the assigned topics prior to the first class.

TOPICS:
The following topics will be discussed during the 28 contact hours. Some of the topics will be addressed in every class when it is pedagogically appropriate (skill development, critical thinking, review, and making connections to the student's culture). When possible, students will be encouraged to share their thoughts/opinions with their fellow classmates.

Introduction
1 – How We Know What We Know and How We Know We Know
2 – Research as a Way of Knowing -

PHASE 1 - ESSENTIAL FIRST STEPS
3 – Selecting a Problem - Finding places to engage in research – "research and your life"
4 – Qualitative or Quantitative Research? Where Do I Begin?
5 – Why and When to Choose a Qualitative Research Design
6 – Identifying the Population, Selecting a Sample, and Interacting with Participants
7 – Ethics in Human Research

PHASE 2 - DATA COLLECTION
8 – Making Notes, Organizing Data, and constructing a review of the literature
9 – Presenting Data Using Qualitative Research

PHASE 3 - ANALYSIS AND INTERPRETATION
10 – Drawing Conclusions
11 – Reporting Your Research

   Note: Changes in the class schedule/assignments may be necessary, depending on the number of students in the class and the educational background of the student population.

Articles to be chosen from the following list (studied in class or as formative evaluation):

General articles relating to research process/scientific method and ethics –

The blind men and the elephant (1995). In Bennett, W. J. (Ed.), *The moral compass*.

Smoke out: Tobacco giant's war on science by Steve Connor

2 Transsexual women say professor didn't tell them they were research subjects by Robin Wilson   (2003)

Conducting respectful research: a critique of practice by S. Tilley (1993)

Peer-reviewed research articles –

Gender Differences in Video Game Characters' Roles, Appearances, and Attire as Portrayed in Video Game Magazines by Monica K. Miller and Alicia Summers (2007).

Parental involvement and its influence on the reading achievement of 6th grade students by Hawes, C. A., & Plourde, L. A. (2005).

A Case Study of Preschool Children's Musical Interests at Home and at School by Olga Denac (2008)

Dogs and their people: Pet-facilitated interaction in a public setting by Robins, Sanders, & Cahill (2003)

Rocky road or clear sailing? Recent graduates' recollections and reflections of the doctoral journey by Bayley, J. B., Ellis, J. B., Abreu-Ellis, C. R., & O'Reilly, E. K. (2012).

An investigation of Canadian undergraduate music education students' personal and professional experiences during a three-month residency in China by Bayley, J. G., Mio, V. (submitted 2018).

 "It's never too late:" Adult students and music learning in one online and offline convergent community music school by Bayley, J. G., Waldron, J. (submitted 2018).

Peer learning for university students' learning enrichment: Perspectives of undergraduate students. Zhang, Z., & Bayley, J. G. (in press, 2018).

Collaborating in (mis)translation: Opportunities lost and found during a multi year exchange program between Canada and China by Sefton, T, Rideout, G, & Bayley, J. G. (2016).

Assignments:

1) *Class participation* (15%). This class will take the form of a seminar where it is expected that *all* students will be actively engaged in discussion and analysis of the assigned readings. It is expected that students will interact weekly with the instructor and fellow students in a meaningful way.

   Note that it does not say class "attendance" but rather class *participation*. It is expected that all students will attend all classes and participate verbally during every class (individually and during group discussions). We want to encourage the concept of a 'community of learners.' Therefore, this class will be structured as a seminar rather than solely as a lecture format. Rather than being instructor-centred only, it is the intention that this class will encourage participation from all parties (students and instructor).

   This may be more challenging for some individuals due to individual personalities and their educational backgrounds. One way to encourage 'healthy' participation is to read the class assignments more than once before class, take copious notes, and pose numerous questions relating to the topics discussed in each chapter of your assigned text. In other words, come to class ready for discussion; do not wait to be asked a question. Questions come about as a result of (1) comparing your experiences with topics discussed in your text; (2) not fully understanding a concept/idea presented in the readings; or (3) questioning the validity of statements made by the author.

   Students are expected to read, study, and make meaningful notes relating to every chapter of the assigned text. The purpose of this endeavour is to encourage students to be engaged with the readings by posing their own questions, summarizing key concepts, and reflecting on their own 'lived' experiences as it relates to ideas presented in the text. It is expected that students will read every chapter more than once and make detailed notes to help guide their reflections/discussions. Students should be prepared to share their assignments with other classmates and in doing so they encourage collective learning.

2) *Problem* (issue) *statement/Purpose statement/Rational (need* for a study)/ Main research question/Literature/*Methodology & Method* (15%) – **SUBMIT**
   This is an opportunity for students to present their preliminary ideas/thoughts about a potential research proposal to Dr. Bayley. Provide enough detail so Dr. Bayley can give you helpful feedback relating to your *Final Project* (Research Proposal).
   [2-3 page limit, APA format]

3) *Article analysis* (20%).
   Analysis of a research article – Students will be required to respond to a series of questions. **SUBMIT**

4) Class Presentation of proposed research (15%) – 10 minutes

5) Final Project (Research Proposal) paper [1,500-2,500 words in length] (35%) **SUBMIT**

Note: Late assignments are not accepted, except in extenuating circumstances.

Students will also receive extensive *Class Notes* from Dr. Bayley each week, explaining course material and weekly assignments in greater detail. These weekly hand-outs are to be considered a part of the Syllabus.

Student responsibilities:

- Read and study all assigned readings <u>before</u> class – make summary notes
- Attend <u>all</u> classes
- <u>Participate</u> in class (ask questions and contribute to the discussions) – questions from students are always welcome!
- If you do not understand something, make an appointment with Dr. Bayley asap
- Complete all assignments <u>on time</u> and ask for feedback when appropriate
- Turn <u>off</u> your cell phone during class time and <u>put it out of sight</u>
- No cell phones present and no computer use without permission from Dr. Bayley – restricted computer use
- If any aspect of this course is unclear to you, please meet with Dr. Bayley

BRIEF BIO

Dr. Jonathan G. Bayley, B.Mus. (McGill), B.Ed., M.Mus. (Alberta), M.M. (Rochester), Ph.D. (The Ohio State)

Dr. Bayley currently holds the academic title of Professor Emeritus at the University of Windsor. In addition to published book chapters, he has also published numerous articles in a variety of scholarly journals *(Canadian Winds, Canadian Musical Educator, Journal of Historical Research in Music Education, Update: Applications of Research in Music Education, and Comparative and International Education).*

Dr. Bayley has been the Acting Director of the Joint PhD Program (Brock University, Lakehead University, and University of Windsor), the Director of the School of Music (University of Windsor), and the Associate Dean of Graduate Studies, Research, and Continuing Education (Faculty of Education).

Dr. Bayley has also taught at Beijing Foreign Studies University (Summer International Session, 2017) and has an ongoing academic collaboration with Southwest University in Chongqing, China.

Current research projects:

1) Peer learning for university students' learning enrichment: Perspectives of undergraduate students (with Dr. Zuochen Zang) – **Published** (2018) in *Journal of Peer Learning.*

2) Collaborating in (mis)translation: Opportunities lost and found during a multi year exchange program between Canada and China (With Dr. Terry Sefton and Dr. Glenn Rideout) – **Published** (2017) in *Comparative and International Education/Éducation Comparée et Internationale*

3) An investigation of Canadian undergraduate education students' experiences during a three-month residency in China (with Dr. Vanessa Mio) – submitted to a peer-reviewed journal; under review

4) "It's never too late:" Adult students and music learning in one on and offline convergent community music school (with Dr. Janice Waldron) – submitted to a peer-reviewed journal; under review

5) An investigation of the Coping Strategies of Disabled Adult Amateur Musicians - ongoing

The following items are to assist students with their assignments.

Article critique (Assignment #3 - 20%):

"Dogs and their people: Pet-facilitated interaction in a public setting"
    [Case study or ethnography?]

Students will be expected to respond to a series of questions relating to the following aspects of this research study:

- Purpose of the study
- Need for the study
- Participants (Who are they? How many?)
- Context (Describe)
- Research procedure/protocols (method) – How did the researcher go about conducting this research/investigation?
- Results
- Q: How was the data analysed?
- Q: Was this a case study or an ethnographic study? Provide a clear rational for your position
- Q: What connections can you make to your own lived experiences?

Class Presentation Rubric (Assignment #4; 15%)

	Level 1	Level 2	Level 3	Level 4	Grade
Oral Presentation	Read most of the presentation – eye contact very poor – very poor voice projection – little evidence of practice	Read frequently from notes, PowerPoint, etc. – minimal eye contact – poor voice projection – some evidence of practice	Equal emphasis on reading and eye contact – engaging – adequate voice projection	Very little reading of the presentation – spoke to the audience – rarely looked down and only very briefly – excellent eye contact/communication skills – very engaging – superb voice projection and inflection	
Content of the presentation	Very little or no structure to the presentation – questions unanswered – vague sense of how this research will unfold	Minimal structure to the presentation – sections of the Research Proposal missing	Evidence of structure – some aspects of the proposal covered less well than others	Clearly structured – covered all aspects of the Research Proposal	
Handout	Minimal to no effort – of little value	Adequate supplemental material – facts presented	Good quality – clear layout – somewhat of an impact	Professional quality – attractive and immediately captivating	
Visual Aids (e.g., PP)	Very basic format – PP (dull and boring) – just presentation of text	Minimal formatting – of some help	Interesting format – visual appealing and helpful to the audience	Outstanding in visual impact – of great interest and value to the audience	
Time Management	Very poor use of time – runs over given time – covered little in depth	Poor use of time but keeps to the allotted time – some depth of explanation	Good use of time – covers material in depth and with a sense of purpose/direction	Excellent use of time – covers a great deal of content in a focused and meaningful way	
Knowledge of Content	Limited knowledge of content – talk based mostly from text	Somewhat knowledgeable but relying primarily on the text for explanations	Knowledgeable of the content with some original explanation of content	Very knowledgeable of content and original in explaining and discussing content	

Total points: /24

Final Project (Research Proposal Paper; 35%), assignment #5 – Evaluation Checklist

	Points	Grade points (%)	Comments
Title	5		
Key words	2		
The Problem	10		
The Purpose	5		
Research Question(s)	5		
Review of the Literature	30		
Methods and Procedures	30		
Study Limitations	5		
Timeline to completion	5		
Budget	3		
References (APA format)	10		
Appendix (if applicable)			
Format & writing ability	15		
TOTAL POINTS	125		

Final Project (Research Proposal Paper), Checklist Descriptions –

1) Title – keywords, complete, representing the essence (intent) of your study

2) State the research *topic* – the broad subject matter addressed by the study

3) State the research *problem* – issues, problem, that the researcher wants to address (it narrows the topic) – explained well, clear and convincing

4) State the *purpose* statement – the major intent or objective of the study to address the problem – "The purpose of this research was to . . ." – direct and to the point – feasibility of the study

5) State the research *question*(s) – narrow the purpose into specific questions – clearly stated

6) Review of the Literature – Complete and well structured review, use of headings, logical flow, relevant to research topic – demonstrated knowledge of the topic area

7)   Methods and Procedures (cite and quote from your text) –
   a. Q: How will the data be collected? (e.g., questionnaire, interviews, focus group)
   b. Q: Will an instrument be used? Will it be researcher designed?
   c. Describe the participants (gender, age, level of education, access, gatekeepers)
   d. Q: What is the sample size? Why? (Purposeful, random sample, convenience), appropriate size
   e. Q: How will the data be analysed? (Explain in detail, reference hand out notes)
   f. Research design is appropriate based on the stated research questions
   g. What are the ethical considerations of your study?

8) What, if any, were the (de)*limitations* of this study? (e.g., participant pool, gender)

9) Budget (identify any potential expenses that might be a result of undertaking this proposed research) – identify specific areas, not dollar amount but do identify all potential expenses

10) Timeline

11) References – APA format – significance and completeness of list

12) Appendix (if appropriate) – (e.g., interview questions)

14) Format & writing ability (syntax, spelling, fluidity of thoughts, style, evidence of great effort)

APA 6th Edition Changes

Mechanics/ Structure

✍*Spacing* (p. 87): All terminal punctuation (e.g., period, question mark) is now followed by *two* spaces. One space is used in reference citations, initials, abbreviations, and with commas, colons, and semicolons.

▪ *Paragraph Indentation*: 5—7 spaces (one tab)

✍ *Running Head* (p. 41): Several changes have been made to the formatting of this.

✍ *Headings* (p. 62): Have been simplified to five sequential levels. Note that the title of the paper appears on the first page (centered and in upper and lower case letters), but does not count as a level of heading. The rest of the headings are as follows:

Centered, Bold, Upper and Lower Case Heading

Left Justified, Bold, Upper and Lower Case Heading

> **Indented, bold, lower case, paragraph heading ending with a period.**
> ***Indented, bold, italics, lower case paragraph heading ending with a period.***
> *Indented, italics, lower case paragraph heading ending with a period.*

✍ *Bias* (p.71): A more detailed section is provided with key changes relating to the degree to which authors are specific both in the identification of populations and sub-populations as well as in "loaded" terms (e.g., at-risk) that are open to misinterpretation.

Citations

✍ *Repeated Citation of Same Source in Same Paragraph* (pp. 174-175): In APA 5th Edition the year is dropped when the same source is used in the same paragraph and cannot be confused with other sources. In APA 6th Edition, if the name of an author appears as part of the narrative (i.e., in text) then the year follows in parentheses and it is *not* necessary to include the year again when the author's name is repeated in the narrative of the same paragraph and cannot be confused with any other citations in the same paragraph. *But,* any parenthetical references (i.e., the citation appears in parentheses) in the same paragraph *should* include the year.

> In a recent study of reaction times, Walker (2000) found no interaction amongst variables in the cross-sectional data. Walker's research supports the work of others studying similar variables (James & King, 2004; Salinger, 1999). However, interactions among variables were identified in the longitudinal data (Walker, 2000).

However, if the full citation appears in parentheses *first*, subsequent citations should always present the year along with the author's last name.

> In a recent study of reaction times, no interaction amongst variables in the cross-sectional data (Walker, 2000). Walker's (2000) research supports the work of others studying similar variables (James & King, 2004; Salinger, 1999). However,

interactions among variables were identified in the longitudinal data (Walker, 2000).

🖮 *Publisher Location* (p. 186): You are required to list the publisher's city and state for all books. Note that APA 5th Edition allowed for the use of only the city for common publication cities (e.g., New York, Los Angeles, San Francisco). There is no mention of this in the 6th Edition and a statement to always provide the city and state. However, if you look closely at the 6th Edition's examples they consistently omit the state for Los Angeles, but seemingly provide it for all other cities.

🖮 *Sources with Six or More Authors in the Reference List- Not in Text* (p. 184)**:** For references with six or seven authors, list all of them in the reference citation. For references with eight or more authors, list the first six authors, then insert three ellipses, and add the last author's name.

> Engberg, M., Dugan, J. P., Haworth, J., Williams, T., Kelly, B., Johnson, W., … Stewart, S. (2009). *Navigating the complexity of higher education preparation program administration*. San Francisco, CA: Jossey-Bass.

🖮 *Electronic Sources in Reference List* (p. 187)**:** A key addition to APA 6th Edition is an expanded section on citing electronic sources. Central to this in a reference list is the inclusion of digital object identifiers (DOIs). These are codes assigned to many, but not all, electronically published sources that allow for the more accurate retrieval of electronic documents. They are sometimes found on the actual electronic document (e.g., PDF), but may also be listed in the retrieval system (e.g., web database listing). Any sources that are retrieved electronically and provide a DOI should list it following the sample below:

> Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the roots of positive forms of leadership. *Leadership Quarterly, 16,* 315-338. doi:10.1016/j.leaqua.2005.03.001

If no doi is assigned to the online document, include the homepage URL for the periodical. Also note that the retrieval date for electronic sources is no longer listed in the reference list:

> Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the roots of positive forms of leadership. *Leadership Quarterly, 16,* 315-338. Retrieved from http://www.elsevier.com/wps/find/journaldescription.cws_home/620221/description

▪ The reference list must only list those works that have been cited in the paper. ***Please*** ensure that in text citations match correctly with references listed.

And…

Spelling, whether American, British, Australian, New Zealand, **Canadian** or any other English version should be consistent throughout the work. *Canadian or British are recommended.*

Punctuation should follow the APA guide unless there is a significant reason not to in the presentation of the work.

Quotations: When a direct quotation is used, always include the author, year, and page number as part of the citation.

    A. A quotation of fewer than 40 words should be enclosed in double quotation marks and should be incorporated into the formal structure of the sentence. Consider the following example:

       Lewis suggests that, "we encounter narrative throughout our lives in our conversations, in our reading, and in our views and experiences of the world. We live in a storied world" (2007, p. 2).

    B. A lengthier quotation of 40 or more words should appear (without quotation marks) apart from the surrounding text, in block format, with each line indented five spaces from the left margin as in the following example:

> Stories are *recreative*, they contain universal themes that transcend place and cut across time and space through the ever-changing, ever-evolving human condition. Birth, love, pain, fear, joy, loss, hope, revelation and death, are just some of the ingredients that help create story. Stories provide a group with an organizing structure and belief system. These stories depict themes of eternal concern. (Lewis, 2007, p. 3)

Examples and in-class assignment:

Assignment: Students are asked to take identifying information (e.g., author's name, date of publication, title of the article, etc.) and write it according to APA publication format.

American Psychological Association (APA) Manual for Publication (6th edition)

Examples:
Book – APA p. 203 and 205

Author(s):	L. R. Gay, Geoffrey E. Mills, and Peter Airasian
Year:	2009
Title:	Educational Research: Competencies for Analysis and Application
Edition:	9th
Publisher:	Pearson Education, Inc.
Location:	Upper Saddle River, New Jersey, USA

Gay, L. R., Mills, G. E., & Airasian, P. (2009). *Educational research: Competencies for analysis*

and application (9th ed.). Upper Saddle River, NJ: Pearson Education.

Journal – APA p. 199

Author:	Jonathan G. Bayley
Year:	Fall 2009
Title:	Standing Out from the Crowd: Solo and Small Ensemble Festival Preparation
Publisher:	Canadian Music Educator
Volume:	51
Number:	1
Pages:	31-34

Bayley, J. G. (2009). Standing out from the crowd: Solo and small ensemble festival preparation.

Canadian Music Educator, 51(1), 31-34.

Chapter in a book – APA p. 204

Author(s):	Yi Zhou, Shijing Xu, and Jonathan G. Bayley
Editors:	Lixian Jin and Martin Cortazzi
Year:	2011
Title of Book:	Researching Chinese Learners: Skills, Perceptions and Intercultural Adaptations
Chapter Title:	Intercultural Competence and EFL Teaching in China
Location:	New York, NY
Publisher:	Palgrave Macmillan
Pages:	138-166

Zhou, Y., Xu, S., & Bayley, J. G. (2011). Intercultural competence and EFL teaching in China. In L. Jin & M. Cortazzi (Eds.), *Researching Chinese learners: Skills, perceptions and intercultural adaptations* (pp.138-166). New York, NY: Palgrave Macmillan.