



## EDH 719: Advanced Qualitative Methods

*“I am witness, archeologist, spider woman, storyteller, and mirror...probing—through art and science, empathy and discernment—the layers and subtexts of human experience; listening for the voices and silences, documenting the good, and honoring the chaos and contradictions, the ironies and ambiguities threaded through our lives.”*

—Sarah Lawrence Lightfoot

### Instructor

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| Stefani Relles, Ph.D. | <a href="mailto:stefani.relles@unlv.edu">stefani.relles@unlv.edu</a>   |
| Office location:      | CEB 309  |
| Office hours:         | Wednesday & Thursday 1:30—3:00 pm<br>Please email in advance to reserve a time slot<br>Zoom office hours are also available by appointment |

### Using the Syllabus

The syllabus is a living document. The most recent draft is always online. Please refer to the online version to ensure readings and due dates have not changed.

### Course Overview

This course focuses on methodology, not just methods. Methodology links methods with the philosophical and theoretical underpinnings of research. You will discover: (1) how to align your methods with a research tradition and paradigm, (2) how to compare and contrast various paradigms and qualitative traditions to justify an emic approach to data collection and analysis, and (3) how to practice qualitative ethics and produce policy-relevant, trustworthy empiricism that contributes to the field of education research.

### Qualitative Book Smarts

To serve as researchers on the pilot study, we must develop as qualitative research readers. Each week, you will read, discuss, and critique: (1) a textbook chapter and/or methods article that offers guidelines on “how to” conduct various research tasks, and (2) a qualitative study published in a peer-reviewed journal. Both types of texts will help shape your decisions as co-investigators on the pilot.

### Weekly Readings

- **Textbook:** Advanced Qualitative Research: A Guide to Using Theory 1st Edition (Michelle O’Reilly & Nikki Kiyimba)
- **Journal articles:** All articles are (and/or will be) listed with citations in the course schedule, which means they are available through the UNLV online library portal. I will post .pdfs of the articles within the Canvas modules. However, if an article is missing from the module, then use your library access to download your own copy.

### Panel Review Board

Each week, one of the readings will be earmarked as a panel review manuscript. In class, we will function as an editorial board of a leading peer review journal. As such, we will discuss the manuscript’s merits and shortcomings. In preparation, please download and use a [panel review checklist](#) to develop a point of view on the study’s publishing potential. Always upload your checklist through Canvas and keep a digital or hard copy handy to reference during class.



### Qualitative Street Smarts

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The main assignment in this class is experiential. You will serve as co-investigators on a pilot study that fills a gap in the literature on a timely education problem. In fulfillment of these duties, individuals will be assigned to collaborate as a member of a splinter group that reports to the Principal Investigator (that would be me). The PI's job is to ensure that the project's overarching goals are being met.

Note that splinter groups are expected to bring creativity, knowledge, and passion to the study. Experimentation with—and pushing the boundaries of—conventional qualitative methods will be encouraged. At the end of the day, however, you are accountable to the project's goals and a scholarly ethic to contribute to the literature. If we want our work to make an impact, we must be judicious, learning through trial-and-error where, when, and how to innovate as well as where, when, and how to abide by research norms. The PI's role is to monitor the study's implementation, thereby ensuring that the project's public good utility is not diluted.

Each splinter group will collaborate to:

- Develop a unique viewpoint on the pilot's overriding research question, site and sampling criteria, semi-structured protocols, and data analysis methods,
- Present this viewpoint to the team prior to receiving fieldwork approval,
- Report progress (and receive critique) regarding fieldwork outcomes, challenges, and problem-solving.
- Submit a collectively authored written report of the group's findings to support the pilot.

At our first team meeting, a clear list of splinter group tasks with deadlines will be distributed and posted on Canvas. These tasks will include your group's:

### Professional Student Conduct

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By professional student conduct, I mean that you approach this class the way you would approach a job as a co-investigator on a research project.

With the understanding that unexpected things happen and that you will always be heard, understood, and treated with compassion, what follows are the guidelines otherwise expected of all research team members (including myself).

- **Punctuality:** Because you and your colleagues are the research team, it is imperative not only that you attend every class, but also that you show up on time. If you are more than 5 minutes tardy, your punishment will be \_\_\_\_\_ (determined by your peers).
- **Excused absences:** Only one absence is permitted; all absences require advance email notice to the instructor. After an absence, please check in with a colleague about what was covered in class (and what takeaways you missed that might be important). Student emails are available through Canvas. If you are going to miss more than one class, please email me the details of any prior commitments in advance.
- **Unexcused absences:** Unexcused absences are not permitted. You will be asked to drop the course if you are absent without prior email correspondence.

### Participatory Action Curriculum: Qualitative Grading Schema

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Four sources of data (emic, etic, and hybrid) will be collected and triangulated to determine your overall course grade.



Note that grading will reflect the assumptions of experiential learning theory, meaning your grade will assess the team's learning trajectory (think progress, not perfection).

1. **Letter grades:** On each research assignment, you will receive three letter grades (one from yourself on the quality of your personal work, one from the PI on the team's work, and one from your team on the quality of the team's work).
2. **Instructor feedback:** Written comments by the PI on each of the research team assignments
3. **Member-checking:** Self-reflexive journaling and bracketing of your EPY 719 coursework experiences.
4. **Peer review:** Critical reflection on the trustworthiness of your research team's qualitative methods.



## Spring 2022: Course Schedule

| Week                                     | Reading   | Reading(s)   | Due before 4pm   |             |             |             |             |            |            |           |            |            |                        |              |       |                   |       |  |
|--|---|--|--|-------------|-------------|-------------|-------------|------------|------------|-----------|------------|------------|------------------------|--------------|-------|-------------------|-------|--|
| Week #1:<br>1/20<br>CEB 315A             | Introduction  | Becoming advanced qualitative scholars   | n/a  |             |             |             |             |            |            |           |            |            |                        |              |       |                   |       |  |
|  | <b>Reading week:</b><br>Schedule guidelines                           | <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Reading Weeks Schedule</div> <table style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="border: 1px solid black; padding: 2px;">4:00—4:15pm</td> <td style="border: 1px solid black; padding: 2px;">4:15—5:15pm</td> <td style="border: 1px solid black; padding: 2px;">5:15—5:20pm</td> <td style="border: 1px solid black; padding: 2px;">5:20—5:50pm</td> <td style="border: 1px solid black; padding: 2px;">5:50—6:00pm</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">15 minutes</td> <td style="border: 1px solid black; padding: 2px;">60 minutes</td> <td style="border: 1px solid black; padding: 2px;">5 minutes</td> <td style="border: 1px solid black; padding: 2px;">30 minutes</td> <td style="border: 1px solid black; padding: 2px;">10 minutes</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Administrative up-keep</td> <td style="border: 1px solid black; padding: 2px;">Panel Review</td> <td style="border: 1px solid black; padding: 2px;">Break</td> <td style="border: 1px solid black; padding: 2px;">Textbook overview</td> <td style="border: 1px solid black; padding: 2px;">Break</td> </tr> </table> | 4:00—4:15pm  | 4:15—5:15pm | 5:15—5:20pm | 5:20—5:50pm | 5:50—6:00pm | 15 minutes | 60 minutes | 5 minutes | 30 minutes | 10 minutes | Administrative up-keep | Panel Review | Break | Textbook overview | Break | (Pending participatory action curriculum approval) |
| 4:00—4:15pm                              | 4:15—5:15pm   | 5:15—5:20pm  | 5:20—5:50pm  | 5:50—6:00pm |             |             |             |            |            |           |            |            |                        |              |       |                   |       |  |
| 15 minutes                               | 60 minutes  | 5 minutes  | 30 minutes   | 10 minutes  |             |             |             |            |            |           |            |            |                        |              |       |                   |       |  |
| Administrative up-keep                   | Panel Review  | Break  | Textbook overview  | Break       |             |             |             |            |            |           |            |            |                        |              |       |                   |       |  |
| Week #2:<br>1/27<br><a href="#">ZOOM</a> | <b>Chapter one:</b><br>Theoretical issues in the qualitative paradigm | <p><b>How to:</b><br/>Guba, E. G., &amp; Lincoln, Y. S. (1994). Competing paradigms in qualitative research. <i>Handbook of qualitative research</i>, 2(163-194), 105.</p> <p><b>Panel review manuscript:</b><br/>Gildersleeve, R. E., Croom, N. N., &amp; Vasquez, P. L. (2011). “Am I going crazy?!”: A critical race analysis of doctoral education. <i>Equity &amp; Excellence in Education</i>, 44(1), 93-114.</p> <ul style="list-style-type: none"> <li>Panel discussion leader: Stefani Relles</li> </ul>  | Download, fill out, submit, and bring a <a href="#">panel review checklist</a> to class to facilitate discussion |             |             |             |             |            |            |           |            |            |                        |              |       |                   |       |  |
| Week #3:<br>2/3<br>CEB 315A              | <b>Chapter two:</b> Issues of quality                                 | <p><b>How to:</b><br/>Clemens, R. F., &amp; Tierney, W. G. (2020). The Role of Ethnography as Ethical and Policy-Relevant Public Scholarship <i>Cultural Studies ↔ Critical Methodologies</i>, 20(5), 389-401.</p> <p><b>Panel review manuscript:</b><br/>Finley, S., &amp; Finley, M. (1999). Sp’ange: A research story. <i>Qualitative Inquiry</i>, 5(3), 313-337.</p> <ul style="list-style-type: none"> <li>Panel discussion leaders: TBD</li> </ul>   | <a href="#">Panel review checklist</a>   |             |             |             |             |            |            |           |            |            |                        |              |       |                   |       |  |
| Week #4:<br>2/10<br><a href="#">ZOOM</a> | <b>Chapter three:</b><br>Research ethics and researcher safety        | <p><b>How to:</b><br/>Rhoads, R. A. (2020). “Whales tales” on the run: Anonymizing ethnographic data in an age of openness. <i>Cultural Studies ↔ Critical Methodologies</i>, 20(5), 402-413.</p> <p><b>Panel review manuscript:</b><br/>Wolcott, H. F. (1983). Adequate schools and inadequate education: The life history of a sneaky kid. <i>Anthropology &amp; Education Quarterly</i>, 14(1), 3-32.</p> <ul style="list-style-type: none"> <li>Panel discussion leaders: TBD</li> </ul>   | <a href="#">Panel review checklist</a>   |             |             |             |             |            |            |           |            |            |                        |              |       |                   |       |  |
| Week #5:<br>2/17<br>CEB 315A             | <b>Chapter four:</b><br>Perspective-driven data collection            | <p><b>How to:</b><br/>Lawrence-Lightfoot, S. (2005). Reflections on portraiture: A dialogue between art and science. <i>Qualitative inquiry</i>, 11(1), 3-15.</p> <p><b>Panel review manuscript:</b><br/>Kiyama, J. M. College Aspirations and Limitations: The Role of Educational Ideologies and Funds of Knowledge in Mexican American Families. <i>American Educational Research Journal</i>. 2010;47(2):330-356.</p> <ul style="list-style-type: none"> <li>Panel discussion: Stephanie</li> </ul> <p><b>Research in brief:</b></p> <ul style="list-style-type: none"> <li>Manuscript review report: LaToya</li> </ul>  | <a href="#">Panel review checklist</a><br>Please use this for informal note-taking to support group discussion.  |             |             |             |             |            |            |           |            |            |                        |              |       |                   |       |  |





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|---|-------------------------|---|---|
| Week #6:<br><a href="#">ZOOM</a>          | <b>Chapter five</b>     | <b>Drive-Thru Ethnography: Once Upon a Ranch</b>  | • <b>Qualtrics:</b> Pre-fieldwork tasks   |
| Week #7<br>3/3<br>CEB 315A                | <b>Chapter six</b>      | <b>Team Huddles</b><br>Site and sampling criteria + recruitment strategy                    | • <b>Discussion:</b> Literature review  |
| Week #8:<br>3/10<br><a href="#">ZOOM</a>  | <b>Chapter seven</b>    | <b>Team Huddles</b><br>Literature & framework reviews + observation and interview protocols | • <b>Discussion:</b> Protocols and theory   |
| <b>3/17 Spring Break</b>                  |                         |   |   |
| Week #9:<br>3/24<br>CEB 315A              | <b>Chapter eight</b>    | PI Meeting + Team Slide #3 & #4 Presentations + Team Huddles                                | <a href="#">Prospectus .pptx template</a><br>Dress rehearsal (slides #3 & #4)   |
| Week #10:<br>3/31<br><a href="#">ZOOM</a> | <b>Chapter nine</b>     | <b>Prospectus Roundtable</b><br>Team lightning talk presentations                           | <a href="#">Prospectus .pptx template</a><br>10 slides x 20 seconds each  |
| Week #11:<br>4/7<br><a href="#">ZOOM</a>  | <b>Wildcard article</b> | <b>Breakout Room Huddles (4-6:45pm)</b>   | PI one-on-ones<br>Team Online Delivery @ 4-4:15pm<br>Team Food Pantry @ 4:30-5:30pm<br>Team Grad Students @ 5:30-6:30pm |
| Week #12:<br>4/14<br>CEB 315A             | <b>Wildcard article</b> | <b>Breakout Room Huddles (4-6:45pm)</b>   | PI one-on-ones<br>Team Food Pantry @ 4-5pm<br>Team Grad Students @ 5-6pm<br>Team Online Delivery @ 6pm                  |
| Week #13:<br>4/21<br><a href="#">ZOOM</a> | <b>Wildcard article</b> | <b>Breakout Room Huddles (4-6:45pm)</b>   | PI one-on-ones<br>Team Grad Students @ 4-5pm<br>Team Online Delivery @ 5-6pm<br>Team Food Pantry @ 6-6:45pm             |
| Week #14:<br>4/28<br><a href="#">ZOOM</a> | n/a                     | <b>Optional team attendance</b>   | PI one-on-ones<br>Team Food Pantry @ 4pm<br>Team Grad Students @ 5pm<br>Team Online Delivery @ 6pm                      |
| Week #15:<br>5/5<br>CEB 315A              | n/a                     | <b>Manuscript Roundtable</b><br>14 slides x 60 seconds each                                 | <a href="#">Manuscript .pptx template</a>   |
| Week #16:<br>5/12<br><b>No meeting</b>    | n/a                     | <b>Final Slides due date</b>  | <b><i>Your team may revise the slides (based on 5/5 feedback and written comments) until 4pm.</i></b>                   |

**\$\$\$ TEAM SLIDE LINKS:**

|                   | <b>Online Shopping</b>  | <b>Food Vulnerability</b>   | <b>Graduate Students</b>  |
|-------------------|---|---|---|
| <b>Prospectus</b> | <a href="https://docs.google.com/presentation/d/1nGKV-pe7fswNvZWell9mSKuZrNcHQ-q/edit?usp=sharing&amp;ouid=104115079861552254115&amp;rtppof=true&amp;sd=true">https://docs.google.com/presentation/d/1nGKV-pe7fswNvZWell9mSKuZrNcHQ-q/edit?usp=sharing&amp;ouid=104115079861552254115&amp;rtppof=true&amp;sd=true</a> | <a href="https://docs.google.com/presentation/d/1WZ_PGH8vTBHrF0sBjUW2a7B1SNju5Df4iiltrbVQyiU/edit?usp=sharing">https://docs.google.com/presentation/d/1WZ_PGH8vTBHrF0sBjUW2a7B1SNju5Df4iiltrbVQyiU/edit?usp=sharing</a> | <a href="https://docs.google.com/presentation/d/1qOgYybRlt8TLslwZ3H11WNjtPuNVEq1b/edit#slide=id.p12">https://docs.google.com/presentation/d/1qOgYybRlt8TLslwZ3H11WNjtPuNVEq1b/edit#slide=id.p12</a> |



### Participatory Action Curriculum: Assignment Details and Weights

| Data                              | Source                                 | %           | Details   |
|-----------------------------------|--|-------------|---|
| <b>Individual Ethics</b><br>(30%) | Personal attendance                    | 20%         | Thursdays from 4—6:45pm                                       |
|                                   | Personal empirical contributions (N=1) | 10%         | Evidence of recruitment + fieldwork + data + analysis         |
| <b>Team Milestones</b><br>(70%)   | <b>Roundtable I: Prospectus Talks</b>  | 20%         | <a href="#">Prospectus .pptx template</a>                     |
|                                   | <b>Dedoose Accountability</b>          | 10%         | <b>Checks I, II, III, IV:</b> See schedule expectations above |
|                                   | <b>Roundtable II: Manuscript Talks</b> | 40%         | <a href="#">Manuscript .pptx template</a>                     |
|                                   | <b>TOTAL</b>                           | <b>100%</b> |   |

### Literature Review Options

|                  | Empirical   | Theoretical |
|------------------|---|-------------|
| <b>Required</b>  | <a href="#">The cost of opportunity</a>   | TBD         |
|                  | <a href="#">What determines financial knowledge?</a>                            | TBD         |
|                  | <a href="#">The meaning of money</a>  | TBD         |
| <b>Optional</b>  | <a href="#">Breaking through the barriers</a>                                   | TBD         |
|                  | <a href="#">The state of financial knowledge</a>                                | TBD         |
|                  | <a href="#">Perceptions of financial aid</a>                                    | TBD         |
|                  | <a href="#">An examination of college student money</a>                         | TBD         |
|                  | <a href="#">College student financial wellness</a>                              | TBD         |
| <b>Wild Card</b> | Wild card articles should focus on the target of inquiry and/or empirical proxy |             |