Course Description

[official description] Through this seminar, participants explore the design and implementation process for engaging systematic inquiry in professional practice. Given the focus on qualitative inquiry, emphasis is placed on: developing interest-based questions; aligning questions to data-
collection sources and methods; selecting design methodologies; and creating a systematic plan for an applied area of inquiry.

[Instructor’s elaboration] Welcome to the exciting and rewarding world of qualitative inquiry. You will explore an aspect of the human experience that really matters to you in your professional practice. Through interaction with your classmates, you will contribute to and benefit from each other’s knowledge and experience. Our focal point will be heuristic inquiry where your attention as a researcher is on exploring the living experience of people in their own (natural) contexts. Heuristic inquiry is related to other qualitative methodologies such as phenomenology, ethnography, grounded theory, narrative inquiry, case studies, action research, critical theory, and feminist inquiry. With regard to data gathering methods, three are most common to qualitative inquiry: interview; observation; and, document (archival) review. Central to qualitative inquiry is reflection on yourself as a researcher.

Learning Resources-- Required Texts


The texts are available via the DePaul Bookstore or outside vendors (note: the bookstore will match prices of other vendors).

Participants by Program

**MAAPS:** LLS-450b is a required Liberal Learning seminar if you started your MAAPS program in Fall of 2018 or after. MAAPS students are encouraged to take LLS 450b as early in your program as possible. If you started your program prior to Fall of 2018, LLS-450b may be taken as an option within the 18 cr hr Liberal Learning requirement or, with approval of your academic committee, may be applied to AP-520 and a supplemental competence (AP-585-589). (re. the latter option: register for the course, not the focus area competencies).

**MAEA:** LLS-450b is a required Liberal Learning seminar if you started your MAEA program in Fall of 2018 or after. If you started your program prior to Fall of 2018, LLS-450b may be taken as an option within the 18 cr hr Liberal Learning requirement or may be applied as a MAEA Elective. Note: Please consult with your faculty mentor regarding readiness and timing for taking LLS-450b. Ideally, LLS-450b should be taken when you have an idea for your MAEA Applied Inquiry Project (EA-528), so the seminar can provide a good foundation for the AIP.

**MSAT:** LLS-450b is a required Liberal Learning seminar if you started your MSAT program in Fall of 2018 or after. If you started your program prior to Fall of 2018, LLS-450b is optional.
• **Others**: Students from other colleges are welcome to take this seminar. Please consult with your college advisor regarding application of this course to your program.

### Learning Outcomes

Achievement of the learning outcomes will require thoughtful examination of the features of qualitative inquiry, drawing on the research methods literature as well as your own experience. You will connect what you are learning in the seminar to an *applied situation* that is relevant to your professional practice.

Upon completion of this seminar, you will be able to:

- Construct well-formed interest-based questions to investigate lived/living phenomena in your applied situation
- Select and provide rationale for data-gathering sources and methods relevant to your applied situation
- Articulate steps involved in thematic analysis of qualitative data
- Connect your applied situation with relevant qualitative inquiry methodologies
- Recognize ethical concerns that might be involved in your applied situation
- Observe and record any changes in your perspectives about practicing qualitative inquiry
- Design a systematic inquiry plan for your applied situation.

### Learning Strategies

This seminar will be conducted in an interactive, applied format. We will use Zoom for synchronous meetings: required class sessions and optional office hours. As noted, each of you will select an *applied situation* in your professional setting so you can try out various aspects of planning for and applying systematic inquiry processes. Common readings and customized resources will be used to guide the modules and online interactions. You will engage in collaborative and individual reflection on the various aspects of the qualitative inquiry process and their applications in your individual contexts. In the spirit of collaboration, you will serve as consultants to one another, augmenting the instructor’s facilitation and guidance.

### Learning Deliverables (graded evidences of learning) & Grading Scale

**Portfolio**: You will build a Course *Portfolio*, consisting of seven parts: (1) Applied Situation & Interest-based Questions; (2) Data Sources & Methods; (3) Data Analysis; (4) Qualitative Methodologies; (5) Ethical Considerations; (6) Reflections as a Qualitative Researcher; and (7) Design Plan for Applied Situation. Assignments in the modules will correspond to designated parts of the Portfolio.
**Assignments:** Each module will consist of several assignments. Assignments that are designated for posting to the *Discussion Forum* are building blocks for the Portfolio. Here you can draft parts of the Portfolio and get feedback from me and your classmates. Discussion Forum assignments are not pointed or graded.

Assignments that are designated for posting to the *Submissions Folder* will be your final work for parts of the Portfolio. This work will be pointed and graded.

**Due Dates:** These will vary depending on the nature of the assignment. Generally, your postings will be due by Noon on Friday, so I can review your work in preparation for Saturday classes and office hours.

**Final Portfolio--all parts-- is due no later than August 27.**

**Grading Scale** *(100 point scale)*

A 100-95; A- 94-91; B+ 90-88; B 87-85; B- 84-81; C+ 80-77; C 76-73

Points below 73 do not meet course requirements and will necessitate retaking the seminar.

**Deliverables & Criteria for Assessment**

*NOTE: Reference to specific research methods literature is required in each of the following parts of the Portfolio.*

**Portfolio Part 1: Applied Situation & Interest-Based Questions** *(10 points each, with total of 20 points)*

A level work (20-17 points): selects an applied situation that can be carried out in your area of practice; takes an iterative approach to creating well-formed interest-based questions, actively seeks input from instructor and classmates; offers feedback to classmates.

B level work (16-13 points): selects an applied situation with potential for application; poses interest-based questions and revises them at least once; seeks occasional input from instructor and classmates.

C level work (12-9 points): selects an applied situation, with limited application potential; poses interest-based questions that are under-developed; asks for and gives feedback on a minimal basis.

**Portfolio Part 2: Data Sources & Methods--relevant to applied situation** *(20 total points)*

A level work (20-17 points): identifies sources where data could be gathered in-the-field; identifies at least two methods of collecting data; provides rationale for each data gathering method and particular approach; drafts and pilots at least one data collection instrument.

B level work (16-13 points): same as (A) but with less thoroughness and specificity in one of the components.
**Portfolio Part 3: Data Analysis** (15 total points)

**A** level work (15-13 points): aligns how to analyze data with selected data collection methods; considers specific steps involved in data analysis process; practices analyzing data from the data set provided by instructor or own existing data set.

**B** level work (12-10 points): same as (A) but with less thoroughness and specificity in one of the components.

**C** level work (9-7 points): same as (A) but with less thoroughness and specificity in two of the components.

**Portfolio Part 4: Qualitative Methodologies** (5 total points)

**A** level work (5 points): locates your applied situation within relevant qualitative methodology(ies); articulates a well-supported rationale for this choice; considers potential limitations of selected methodology(ies).

**B** level work (4 points): same as (A) but with less thoroughness and specificity in one of the components.

**C** level work (3 points): same as (A) but with less thoroughness and specificity in two of the components.

**Portfolio Part 5: Ethical Considerations:** (2 points for CITI; 3 points for Essay: total of 5 points)

note: if you have not taken CITI certification for use of human subjects in research, or your certification is beyond 3 years-- you will need to take the training/exam.

https://offices.depaul.edu/research-services/research-protections/irb/Documents/Instructions%20for%20CITI%20Training%201-29-18.pdf

**Essay:**

**A** level work (3 points): recognizes your own biases and considers ways to reconcile them; identifies potential ethical conflicts/issues that can arise throughout the inquiry process; devises ways to protect human subjects

**B** level work (2 points): same as (A) but with less thoroughness and specificity in one of the components.

**C** level work (1 point): same as (A) but with less thoroughness and specificity in two of the components.

**Portfolio Part 6: Reflections of a Qualitative Researcher** (10 total points)
A level work (10-9 points): engages in thoughtful reflections about your experience with qualitative inquiry processes, per activities and assignments; articulates confirmations of and changes in your identity as a qualitative researcher; identifies specific ways to apply learning from this seminar to other parts of your graduate program.

B level work (8-7 points): same as (A) but with less thoroughness and specificity in one of the components.

C level work (6-5 points): same as (A) but with less thoroughness and specificity in two of the components.

**Portfolio Part 7: Design Plan for Applied Situation** (20 total points)

A level work (20-17 points): addresses all required components with specificity and thoroughness, including context & purpose, user audience, interest-based questions, data sources and methods, data analysis, design methodology, ethics, reflections, implications for practice.

B level work (16-13 points): addresses all required components but with less specificity and thoroughness in two of the components.

C level work (12-9 points): addresses all required components but with less specificity and thoroughness in three of the components.

**Course Participation:** (5 total points): Attends required class sessions; asks for and provides feedback from classmates and instructor.

**Incomplete (IN) Grade** This process follows university policy.

If you encounter an unusual or unforeseeable circumstance that prevents you from completing the course requirements by end of the term, you may request a time extension to complete the work.

- The student must formally initiate the request by submitting the Contract for Issuance of Incomplete Grade form (via email, word doc), no later than week 10.
- The instructor has discretion to approve or not approve the student’s request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

**Recording of Classroom Sessions Conducted via Videoconference tools**

- Synchronous teaching sessions can be recorded by the instructor for educational purposes. These recordings will be made available only to students presently enrolled in the course via password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.
• Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.
• Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.
• Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students’ identifying information removed.

Course Assignments & Schedule

Following is an overview for each module of the major topics and assigned readings. Specific assignments for each Module are posted on D2L in the Content section, so be sure to consult D2L for all necessary details, including due dates.

The schedule is subject to change during the course with changes made for the benefit of student learning.

Note: QR refers to the Merriam & Tisdell text; HI refers to the Sultan text

<table>
<thead>
<tr>
<th>Modules</th>
<th>Topics</th>
<th>Readings etc</th>
<th>Guideposts</th>
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<td><strong>Overarching Theme:</strong></td>
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<tr>
<td>Module 1</td>
<td>Overarching Theme:</td>
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<tr>
<td>June 19-25</td>
<td>Getting a Good Start</td>
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<tr>
<td>Required Class</td>
<td>+ Introductions</td>
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<tr>
<td>session on June 19</td>
<td>+ Review of Syllabus</td>
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<tr>
<td>(9:00-12:00)</td>
<td>+ Navigating D2L</td>
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<td>Zoom</td>
<td>+ Terminology/explanations</td>
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<td>+ Selecting the setting for your Applied Situation</td>
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<td>+ Planning for next session</td>
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<td></td>
<td>Obtain the 2 required texts</td>
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<td>Become familiar with D2L navigation; sign up for NEWS alerts; use DePaul’s assigned email; review the Syllabus; See D2L CONTENT for Assignments for Module 2</td>
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<td>Module 2</td>
<td>Overarching Theme:</td>
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<td>June 26- July 2</td>
<td>Shaping Your Applied Situation</td>
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<td>Required Class</td>
<td>+ Discuss your experience with the “feeling of not knowing” assignment</td>
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<td>session on June 26</td>
<td>+ Discuss HR &amp; QR readings</td>
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<tr>
<td>(9:00-12:00)</td>
<td>+ Confirm your Applied Situation</td>
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<td>Zoom</td>
<td>+ Draft your Interest-based questions (in class)</td>
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<td>HI: preface; chapter 1</td>
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<td>Select an assistant for the ‘feeling of not knowing’ assignment; Come with questions about the Syllabus and/or the Course; See D2L CONTENT for Assignments for Module 3</td>
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<td>Module 3</td>
<td>Overarching Theme:</td>
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<td>Post to Submission</td>
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<td>HI: chapters 1 &amp; 4</td>
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<td>July 3 - July 9</td>
<td>NO CLASS</td>
<td>Exploring Self as Qualitative Researcher</td>
<td>+QR reading +Exercises in HI + Revise interest-based questions for applied situation + Intro to Interviewing Approaches</td>
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<td>Module 4</td>
<td>July 10 - July 16</td>
<td>Overarching Theme: Interviews as Primary Tool for Data Collection</td>
<td>+ Consider right and wrong ways to conduct interviews + Draft Interview Guide for your Applied Situation</td>
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<td>Module 5</td>
<td>July 17 - July 23</td>
<td>Overarching Theme: Data Gathering Sources--Interviews and Observations &amp; Data Analysis</td>
<td>+ Plan for observations in natural settings + Draft Interview Guide for applied situation, for feedback + Do preliminary thematic analysis of Podcast data (per readings)</td>
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<td>Module 6</td>
<td>July 24 - July 30</td>
<td>Overarching Theme: Data Gathering in the Field &amp; Analyzing Raw Data</td>
<td>+ Conduct two observations + Pilot test &amp; revise interview guide ++ Podcast data—(in class) collaborative identification of categories &amp; themes</td>
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<td>Module 7</td>
<td>July 31 - August 6</td>
<td>Overarching Theme: Analyzing Raw Data</td>
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Optional Office Hour on July 31 (9:00-10:00) Zoom
+ Report on observational data
+ Report on podcast data analysis
+ (in class) Introduction to Design Methodologies and selection of Methodology for your Applied Situation
QR: chapters 2 & 3

Module 8
August 7 - 13
NO CLASS
Overarching Theme: Ethics
+ Identify criteria for trustworthiness
+ Your reflections on ethics re your AIP
QR chapter 9
HI chapter 10
Prepare for the Poster Gallery Walk of the Design Plan for your applied situation (see D2L Content for guidelines)
Document completion of CITI certification

Module 9
August 14 - 20
Required Class session on August 14 (9:00 – 1:00) Zoom
Overarching Theme: Presenting Your Work for Feedback
+ Poster Gallery Walk, with Feedback
+ Ethical considerations/discuss
HI: chapter 10
QR: chapter 9
Present your Design Plan and obtain feedback

Module 10
August 21 - 27
NO CLASS
Complete the Portfolio, all Parts, due August 20

Accommodation

Students with Disabilities

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling you to access accommodations and support services to assist your success. There are two office locations that can provide you with enrollment information, or inquire via email at csd@depaul.edu.

- Loop Campus - Lewis Center #1420 - (312) 362-8002
- Lincoln Park Campus - Student Center #370 - (773) 325-1677
Students are also invited to contact me privately to discuss your challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term and our conversation will remain confidential.

Additional Accommodations

This course may include instructional content delivered via audio and video. If you have any concerns about your ability to access and/or understand this material in its default format, please notify me within the first week of the course so accommodations can be made.

Policies

This course includes and adheres to the college and university policies described in the links below:

Academic Integrity Policy

APA citation format

Incomplete (IN) and Research (R) Grades Expiration Policy

Course Withdrawal Timelines and Grade/Fee Consequences

Accommodations Based on the Impact of a Disability

Protection of Human Research Participants

Other Resources for Students

University Center for Writing-based Learning

SCPS Writing Guide

Dean of Students Office

Instructor Bio

I began my work in qualitative research over 40 years ago, when qualitative research was in its infancy (in higher education settings). My doctoral dissertation, the first qualitative study in my institution’s College of Education, received a national award. I have honed my craft through my own qualitative studies and through advising students on their research projects (undergraduate, graduate and doctoral levels). I designed and taught EA525 Conducting Practice-based Inquiry in the MAEA program. I designed and teach EA 528C—capstone Applied Inquiry Project for MAEA students. My current qualitative inquiry activities include: interviewing inspiring women in their 70s - 100s for my Podcast, Women Over 70: Aging
Reimagined (with a MAAPS alumna); interviewing women for a co-authored book on holistic health approaches for older women; co-conducting a longitudinal study of vital, aging women.

Some of you may know me. I was a full-time faculty member in SNL for 36 years; upon retirement in July 2019, I joined the part-time faculty. While on the full-time faculty, I served as director of the MAEA program and as faculty mentor. As the founding director of MAAPS, I served in that capacity for ten years and continuously as faculty mentor. I served as director of the Center to Advance Education for Adults (CAEA) and a special initiative, the Community Engagement Network (CEN): Collaborative Learning for Action

Suggested Sources

**Literature Reviews**


**Qualitative Design**


**Action Research**


**Case Study**


**Ethnography**


**Feminist**


**Grounded Theory**


**Narrative**


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**Participant Observation**


**Phenomenology**


**DATA COLLECTION**

**Data Mining**


**Focus Groups**


**Interviews**


Data Analysis


Other