

DePaul University, School of Continuing and Professional Studies
(formerly School for New Learning)

Graduate Liberal Learning Seminar: *LLS 450b*

Inquiry Effectiveness Domain

Summer Quarter 2019

Applying Systematic Inquiry in Professional Practice

Instructor: Corinne Lally Benedetto, Ph.D. cbenedet@depaul.edu 312.362.8001

SNL Loop, 14 E Jackson Blvd, 14th floor. Please use email for all communication.

Course Dates: Monday, June 17 – Monday, August 19, 2019.

Room: TBA

Credit Hours: 4

Course Description

Through this seminar, participants explore the design and implementation process for engaging systematic inquiry in professional practice. Emphasis is placed on: developing practice-based questions; aligning questions to qualitative data-collecting methodologies; adapting methodologies to practice settings; collecting and analyzing data; and, interpreting findings to inform future practices. The roles of theoretical, conceptual and ethical frameworks in the inquiry process are also considered.

Welcome to the exciting and rewarding world of professional and academic inquiry. Using primarily qualitative research models, a qualitative researcher, you will explore an aspect of the human experience that really matters to you in your professional practice. Our focal point will be *heuristic inquiry* where your attention as a researcher is on exploring *living experience* of people in their own contexts. Heuristic inquiry is related to other qualitative methodologies such as phenomenology, ethnography, grounded theory, narrative inquiry, qualitative case studies, and feminist inquiry. With regard to data gathering methods, three are common to qualitative inquiry: interview; observation; and, document mining. We will concentrate on

these methods, noting that each one involves various approaches to collecting and analyzing data. For comparative purposes, and because for some students these will be very useful, we will examine quantitative and mixed methods frameworks for inquiry as well.

Participants by Program

MAAPS: LLS-450b is a liberal learning requirement for all MAAPS students who start their MAAPS programs in *Fall of 2018 or after*. For MAAPS students who started their programs *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 to AP-520 and a supplemental competence (AP-585-589), i.e., if approved by one's academic committee as appropriate to one's individualized focus area.

- **MAEA:** LLS-450b is a liberal learning requirement for all MAEA students who start their MAEA programs in *Fall of 2018 or after*. For MAEA students who started their programs *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 an MAEA elective. [Note: MAEA students are advised to consult their MAEA faculty mentors regarding readiness and timing for taking LLS-450b. Ideally, LLS-450b should be taken when a student has an idea for his/her MAEA Applied Inquiry Project (EA-528) as the seminar may assist in the development of the proposal associated with EA-528.]
- **MSAT:** LLS-450b is a liberal learning requirement for all MSAT students who start their MSAT programs in *Fall of 2018 or after*. For MSAT students who started their programs *prior to Fall of 2018*, LLS-450b may be taken as an option within the 18 cr hr Liberal Learning requirement. [Note: MSAT students are advised to consult their MSAT faculty mentors regarding readiness and timing for taking LLS-450b. Ideally, LLS-450b should be taken when a student has an idea for his/her MSAT Work-based/Applied Culmination Project (AT-587) as the seminar may assist in the development of the proposal associated with AT-587.]
- **Others:** Students from other colleges are welcome to take this seminar. Please consult with your college advisor regarding application to your program.

Learning Outcomes

Achievement of the outcomes will require thoughtful examination of the features of qualitative inquiry, drawing on your own experience and the research methods literature. Each student will identify a focused project* as your context for applying systematic inquiry processes. {*i.e., undertaking, area of investigation/application}

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

- Construct well-formed questions to investigate lived/living phenomena in your focused project
- Select and provide rationale for data-gathering approaches relevant to your project
- Articulate steps involved in analyzing qualitative data
- Explain how your project connects with particular qualitative inquiry methodologies
- Recognize ethical implications that might be encountered in carrying out your project
- Observe and record any changes in your perspectives about practicing qualitative inquiry

Learning Resources-- Required Texts

- Sultan, N. (2019). *Heuristic inquiry: Researching human experience holistically*. Thousand Oaks, CA: Sage.
- Merriam, S., & Tisdell, E. (2016). *Qualitative research: A guide to design and implementation*, 4th ed. San Francisco, CA: Jossey-Bass.

Learning Strategies

This seminar will be conducted in an experiential, workshop format. As noted, each student will select a project in your professional setting through which to explore and try out various aspects of planning for and applying systematic inquiry processes. Common readings and customized resources will be used to guide session-by-session assignments and in-class discussions. Students will engage in collaborative and individual reflection on the various aspects of qualitative inquiry process and how to apply them in each student's context. In the spirit of collaboration, students will serve as consultants to one another, augmenting facilitation and guidance by the instructor.

Learning Deliverables (graded evidences of learning) & Grading Scale

Students will construct a Course *Portfolio*, which will consist of six parts: (1) Inquiry Setting & Guiding Questions; (2) Approaches to Collecting Data; (3) Steps in Analyzing Data; (4) Connections with Qualitative Methodologies; (5) Ethical Considerations; (6) Reflections as a Qualitative Researcher. The instructions for all six parts are listed on the D2L site under Content.

These six parts of the Portfolio will be uploaded via the Submissions page of our class D2L site **by 5:30 p.m. on the relevant due date** (late work will be assessed a grade penalty). Each student will share the Portfolio process and content with the class during our sessions. This is an expectation, and graded via the "active participation in class" criterion below.

These deliverables, and allocations of 100 points, align with the learning outcomes as follows:

- Construct well-formed questions to investigate lived/living phenomena in your focused project
 - (1) Inquiry Setting & Guiding Questions: 20 points
- Select and provide rationale for data-gathering approaches relevant to your project
 - (2) Approaches to Collecting Data: 20 points
- Articulate steps involved in analyzing qualitative data: 10 points
 - (3) Steps in Analyzing Data
- Explain how your project connects with particular qualitative inquiry methodologies
 - (4) Connections with Qualitative Methodologies: 10 points
- Recognize and resolve ethical implications that might be encountered in carrying out your project
 - (5) Ethical Considerations: 10 points
- Observe and record your own lived experience as a new practitioner of qualitative inquiry methods
 - (6) Reflections of a Qualitative Researcher: 20 points
- Active participation in class and D2L: 10 points

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 re-enrolling in the seminar.

Assessment of Student Learning

Attendance/participation, all sections of the course Portfolio, and D2L assignments will be assessed on a points basis, which will be used to determine your final course grad.

Class Participation/Attendance

A level work (10-8 points): attends all sessions, on time; engages actively in all class sessions; actively discusses assigned readings and draws on relevant experience; consults with others on work-in-progress, throughout the course; submits work for feedback, at the time requested.

B level work (7-5 points): actively participates in most class sessions; comes prepared to discuss readings and relate them to own and others' projects; consults with at least one other classmate on work-in-progress throughout the course; submits work for feedback, as requested.

C level work (4-2 points): shows inconsistency in preparation and participation; links the readings to one's project, though lacking in detail; consults with classmate(s) with limited feedback; shows pattern of late arrival/early departure and/or absence.

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

Inquiry Setting & Guiding Questions

A level work (20-17 points): arrives at a project focus and relevant guiding questions, actively seeking input from instructor and classmates; documents the exploration process, which involves completing all in-class activities, assignments, and customized activities.

B level work (16-13 points): arrives at a project focus and relevant guiding questions, seeking occasional input from instructor and classmates; documents the exploration process, which involves completing most of the in-class activities, assignments, and customized activities.

C level work (12-9 points): arrives at a project focus and relevant guiding questions by mid-quarter, thus limiting work in data gathering and analysis; produces limited 'raw material' for reflections (i.e., misses some in-class activities, assignments, and/or customized activities).

Approaches to Collecting/Gathering Data

A level work (20-17 points): identifies at least two methods of collecting data relevant to one's project; provides rationale for each data gathering method and particular approach; drafts and pilots at least two data collection instruments; revises data gathering instruments based on feedback from instructor and classmates;

B level work (16-13 points): same as (A) but with less thoroughness and specificity in one of the components.

C level work (12-9 points): same as (A) but with less thoroughness and specificity in two of the components.

Steps in Analyzing Data

A level work (10-9 points): aligns how to analyze data with selected data collection methods (data sources); considers specific steps involved in data analysis process; practices analyzing data from at least one of the data sources; recognizes multi-layered process in analyzing qualitative data.

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.

Connections with Qualitative Methodologies

A level work (10-9 points): locates one's project within relevant qualitative methodology(ies); articulates a well-supported rationale for this decision; considers potential limitations of selected methodology(ies)

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.

Ethical Considerations:

A level work (10-9 points): recognizes one's own biases and considers ways to reconcile them; identifies and resolves potential ethical conflicts/issues that can arise throughout the inquiry process; devises ways to protect human subjects

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.

Reflections of a Qualitative Researcher

A level work (20-17 points): engages in thoughtful reflections about one’s experience with qualitative inquiry processes, per in-class activities, assignments, and customized work; articulates confirmations of and changes in one’s identity as a qualitative researcher; identifies specific ways to apply learning from this seminar to other parts of one’s graduate program.

B level work (16-13 points): same as (A) but with less thoroughness and specificity in one of the components.

C level work (12-9 points): same as (A) but with less thoroughness and specificity in two of the components.

Course Assignments & Schedule

Specific assignments for each session will be posted on D2L.

Following is an overview of the major topics and assigned readings for each session. The schedule is subject to change during the course with changes made for the benefit of student learning. Any changes made during the course will be discussed with students before they take effect.

Notes

- QR refers to the Merriam & Tisdell text
- HI refers to the Sultan text

Class & Assignment Schedule:

<u>Session Date</u>	<u>Subject</u>	<u>Assignments Due</u>
June 17	Syllabus, Assignment, and Text Overview Key Definitions in Qualitative Methods Prepare for “Inquiry Setting & Guiding Questions”	N/A

<u>Date</u>	<u>Subject</u>	<u>Assignments Due</u>
June 24	Prepare for "Inquiry Setting & Guiding Questions" Reading Analysis Applied Learning Exercise (in-class)	QR: chs. 1 & 2
July 1	Comparative Methods I Assignment Discussion Reading Analysis	"Inquiry Setting & Guiding Questions" HI: chs. 1 & 2
July 8	Comparative Methods II Prepare for "Approaches to Collecting/Gathering Data" Reading Analysis	QR: chs. 3 & 4 HI: ch. 3
July 15	History of Inquiry I Assignment Discussion Reading Analysis Applied Learning Exercise (in-class) Prepare for "Steps in Analyzing Data"	"Approaches to Collecting/Gathering Data" HI: ch. 6

<u>Date</u>	<u>Subject</u>	<u>Assignments Due</u>
July 22	History of Inquiry II Assignment Discussion Prepare for “Connections with Qualitative Methodologies” Reading Analysis	“Steps in Analyzing Data” QR: ch. 8
July 29	Ethics and Research I Assignment Discussion Prepare for “Ethical Considerations”	“Connections with Qualitative Methods”
August 5	Ethics and Research II Prepare for “Ethical Considerations” Reading Analysis Applied Learning Exercise (in-class)	QR: ch. 9 HI: ch. 10
August 12	Gaps & Next Steps Planning Assignment Discussion Prepare for “Reflections of a Qualitative Researcher”	“Ethical Considerations”
August 19	Living Inquiry Assignment Discussion Reading Analysis	“Reflections of a Qualitative HI: ch. 11

(Some) Relevant School and University Policies

Incomplete (IN) Grade Request This process follows university [policy](#).

[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](#)

[SNL Writing Guide](#)

[Dean of Students Office](#)

Instructor Bio

I am a retired DePaul University professor, and long-time practitioner of qualitative research methods, having received my doctorate in sociology in 1994 from the University of Chicago. My specialty in systematic inquiry is occupational analysis, devising questions and methods focused on jobs that require people to use administrative and emotional skills effectively.

Suggested Sources (A Sampling)

Literature Reviews

Galvan, J. (2013). Writing literature reviews: A guide for students of the social and behavioral sciences, 5th ed. Glendale, CA: Pyrczak.

Machi, L., & McEvoy, B. (2016). The literature review: Six steps to success, 3rd ed. Thousand Oaks, CA: Sage.

Ravitch, S., & Riggan, M. (2012). Reason & rigor: How conceptual frameworks guide research. Los Angeles, CA: Sage.

Qualitative Design

Creswell, J., & Roth, C. (2018). *Qualitative inquiry and research design: Choosing among the five approaches*, 4th ed. Thousand Oaks, CA: Sage.

Lapan, S., Quartaroli, M., & Riemer, F. (Eds.) (2012). *Qualitative research: An introduction to methods and designs*. San Francisco, CA: Jossey-Bass.

Leedy, P., & Ormrod, J. (2010). *Practical research: Planning and design*, 9th ed. Indianapolis, IN: Pearson.

Lochmiller, C., & Lester, J. (2017). *An introduction to educational research: Connecting methods to practice*. Thousand Oaks, CA: Sage.

Marshall, C., & Rossman, G. (2016). *Designing qualitative research*, 6th ed. Thousand Oaks, CA: Sage.

Ravitch, S., & Carl, N. (2016). *Qualitative research: Bridging the conceptual, theoretical, and methodological*. Thousand Oaks, CA: Sage.

Rossman, G., & Rallis, S. (2017). *An introduction to qualitative research: Learning in the field*, 4th ed. Thousand Oaks, CA: Sage.

Saldana, J. (2015). *Thinking qualitatively: Methods of mind*. Thousand Oaks, CA: Sage.

Action Research

Coghlan, D., & Brannick, T. (2014). *Doing action research in your own organization*, 4th ed. Thousand Oaks, CA: Sage.

Heron, J., & Reason, P. (1997). A participatory inquiry paradigm. *Qualitative Inquiry*, 3, 274-294.

McIntyre, A. (2008). Participatory action research. *Qualitative Research Methods Series*, 52. Los Angeles, CA: Sage.

Sagor, R. (2010). *The action research guidebook*, 2nd ed. Thousand Oaks, CA: Sage.

Stringer, E. (2007). *Action research*, 3rd ed. Thousand Oaks, CA: Sage.

Case Study

Merriam, S. (1998). *Qualitative research and case study applications in education (revised & expanded)*, 4th ed. San Francisco, CA: Jossey-Bass.

Merriam, S., & Assoc. (2002). *Qualitative research in practice: Examples for discussion and analysis*. San Francisco, CA: Jossey-Bass.

Simons, H. (2010). Case study research in practice. Thousand Oaks, CA: Sage.

Yin, R. (2014). Case study research: Design and methods, 5th ed. Thousand Oaks, CA: Sage.

Ethnography

Fetterman, D. (2010). Ethnography step by step, 3rd ed. Thousand Oaks, CA: Sage.

Kozinets, R. (2010). Netnography: Doing ethnographic research online. Thousand Oaks, CA: Sage.

Feminist

Harding, S. (Ed.). (2004). The feminist standpoint theory reader: Intellectual and political controversies. New York, NY: Routledge.

Hesse-Biber, S. (2008). Feminist research. In L. M. Given (Ed.), The Sage encyclopedia of qualitative research methods (pp. 336-339). Thousand Oaks, CA: Sage.

Olesen, V. (2011). Feminist qualitative research in the millennium's first decade: Developments, challenges, prospects. In N. K. Denzin & Y. S. Lincoln (Eds.), The SAGE handbook of qualitative research (4th ed., pp. 129-146). Thousand Oaks, CA: Sage.

Reinharz, S. (1992). Feminist methods in social science. New York, NY: Oxford University Press.

Grounded Theory

Birks, M., & Mills, J. (2015). Grounded theory: A practical guide, 2nd ed. Thousand Oaks, CA: Sage.

Narrative

Clandinin, D., & Connelly F. (2000). Narrative inquiry: Experience and story in qualitative research. San Francisco, CA: Jossey-Bass.

Kim J-H. (2016). Understanding narrative inquiry: The crafting and analysis of stories as research. Los Angeles, CA: Sage.

Riessman, C. (2008). Narrative methods for the human sciences. Thousand Oaks, CA: Sage.

Participant Observation

Patton, M. (2015). Qualitative research and evaluation methods, 4th ed. (Thousand Oaks, CA: Sage.

Schensul, J., & LeCompte, M. (2013). Essential ethnographic methods: A mixed methods approach. Ethnographer's toolkit, book 3 (2nd ed.). Lanham, MD: AltaMira Press.

Phenomenology

Finlay, L. (2011). *Phenomenology for therapists: Researching the lived world*. West Sussex, UK: John Wiley & Sons.

Husserl, E. (1998). *Ideas pertaining to a pure phenomenology and to a phenomenological philosophy: First book* (K. Kersten, trans). Dordrecht, Netherlands: Kluwer Academic (original work published in 1913).

Merleau-Ponty, M. (2013). *Phenomenology of perception*. (D. A. Landes, Trans.). London, UK: Routledge. (original work published in 1945).

Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage.

DATA COLLECTION

Data Mining

See Merriam & Tisdell (2016). *Qualitative research*, 4th ed. San Francisco, CA: Jossey-Bass, chapter 7.

Focus Groups

Krueger, R. (2009). *Focus groups: A practical guide for applied research*, 4th ed. Thousand Oaks, CA: Sage.

Morgan, D. (2019). *Basic and advanced focus groups*. Thousand Oaks, CA: Sage.

Interviews

Kvale, S., & Brinkmann S. (2009). *InterViews: Learning the craft of qualitative research interviewing*, 2nd ed. Thousand Oaks, CA: Sage.

King, N., & Horrocks, C. (2010). *Interviews in qualitative research*. Thousand Oaks, CA: Sage.

Roulston, K. (2010). *Reflective interviewing: A guide to theory and practice*. Thousand Oaks, CA: Sage.

Salmons, J. (2010). *Online interviews in real time*. Thousand Oaks, CA: Sage.

Spradley, J. (1979). *The ethnographic interview*. New York, NY: Holt, Rinehart, & Winston.

Data Analysis

Miles, M., Huberman, A., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook*, 3rd ed. Thousand Oaks, CA: Sage.