DePaul University/School of Continuing and Professional Studies

Graduate Liberal Learning Seminar

LLS 450b  Applying Systematic Inquiry in Professional Practice (4 cr hrs)

Winter Quarter 2020

Instructor: Catherine Marienau, Ph.D.

Contact information: primary mode: cmariena@depaul.edu
You can expect a response within 24 hours during the week and 48 hours on weekends.

Private cell (pl. use only for urgent matters): 708-289-8250

Phone appointments can be made on an individual basis.

Course Dates: January 6 – March 13, 2020. The course is divided into 10 weekly modules.

Course Description

[official 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.

[Instructor’s elaboration] Welcome to the exciting and rewarding world of qualitative inquiry. Using primarily qualitative research models, 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 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 most common to qualitative inquiry: interview; observation; and, document (archival) review. In addition to these orientations, we will explore other inquiry designs and data gathering methods in response to students’ expressed interests and needs.

Participants by Program

MAAPS: LLS-450b is a liberal learning requirement for all MAAPS students who started their MAAPS programs in Fall of 2018 or after. Those 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 your academic committee as appropriate to your individualized focus area. Consult your approved Learning Plan regarding ways to connect this seminar with aspects of your focus area.

- **MAEA**: LLS-450b is a liberal learning requirement for all MAEA students who started their MAEA programs in Fall of 2018 or after. Those 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 you have an idea for your MAEA Applied Inquiry Project (EA-528), as the seminar will assist in the development of the proposal associated with EA-528.

- **MSAT**: LLS-450b is a liberal learning requirement for all MSAT students who started their MSAT programs in Fall of 2018 or after. Those 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.

- **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 focus project as your context for applying systematic inquiry processes.

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

- Construct well-formed questions to investigate lived/living phenomena in your focus project
- Select and provide rationale for data-gathering approaches relevant to your focus project
- Articulate steps involved in analyzing qualitative data
- Connect your focus project with relevant qualitative inquiry methodologies
- Recognize ethical implications that might be encountered in carrying out your focus project
- Observe and record any changes in your perspectives about practicing qualitative inquiry
**Learning Resources—Required Texts**


The texts will be available via the DePaul Bookstore or outside vendors (note: the bookstore will match prices of other vendors). Other sources will be made available to accommodate students’ individual interests.

**Learning Strategies**

This seminar will be conducted in an interactive, applied format. As noted, each student will select a focus project in your professional setting through which to explore and try out various aspects of planning for and applying systematic inquiry processes. *Note that MAEA students will create a foundation for their Applied Inquiry Projects.* Common readings and customized resources will be used to guide the modules and online interactions. Students will engage in collaborative and individual reflection on the various aspects of the qualitative inquiry process and their applications 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*, consisting of six parts: (1) Inquiry Setting & Interest-based 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. Following the assignment for each module, you will upload your work via Submissions by 11:59 p.m. on the designated due date (late work will be assessed points penalty). Per the assignments, you will be expected to share some aspects of your Portfolio with classmates. This is an expectation that is ‘graded’ via the Active Participation in Class criterion (see 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
  - Portfolio Part 1-- Inquiry Setting & Interest-based Questions: 20 points

- Select and provide rationale for data-gathering approaches relevant to your project
  - Portfolio Part 2-- Approaches to Collecting Data: 20 points
• Articulate steps involved in analyzing qualitative data: 10 points
  o Portfolio Part 3-- Steps in Analyzing Data

• Connect your focus project with relevant qualitative inquiry methodologies
  o Portfolio Part 4-- Connections with Qualitative Methodologies: 10 points

• Recognize ethical implications that might be encountered in carrying out your focus project
  o Portfolio Part 5-- Ethical Considerations: 10 points

• Observe and record any changes in your perspectives about practicing qualitative inquiry
  o Portfolio Part 6-- Reflections of a Qualitative Researcher: 20 points

• Active participation in discussions via 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 retaking 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 grade.

Class Participation/Attendance
A level work (10-8 points): engages actively in all discussion sessions; connects assigned readings with focus project and your own and others’ experiences; consults with others on work-in-progress, including with consulting partner; submits work for feedback, at the times requested.

B level work (7-5 points): actively participates in most discussion sessions; actively discusses readings and relates them to your own and others’ focus projects; interacts with consulting partner and with at least one other classmate on work-in-progress; submits work for feedback, as requested.

C level work (4-2 points): shows inconsistency in preparation and participation; links the readings to your focus project, though lacking in detail; interacts with consulting partner on a
limited basis; consults with classmate(s) with limited feedback; shows pattern of late or missing submissions.

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): selects a focus project; poses well-formed interest-based questions, actively seeks input from instructor and classmates, especially consulting partner; documents the exploration process, which involves completing all in-class activities and assignments.

**B** level work (16-13 points): selects a focus project; poses well-formed interest-based questions; seeks occasional input from instructor and classmates; documents the exploration process, which involves completing most of the in-class activities and assignments.

**C** level work (12-9 points): selects a focus project; poses interest-based questions that are loosely formed or under-developed; produces limited material for use in data gathering and analysis; produces limited ‘raw material’ for reflections (i.e., misses some activities and assignments).

**Approaches to Collecting/Gathering Data**

**A** level work (20-17 points): identifies at least two methods of collecting data relevant to your focus 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 your focus 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:** 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

**A** level work (10-9 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 (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 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 (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.
Incomplete (IN) Grade  This process follows university policy.

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term 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.

Course Assignments & Schedule

Following is an overview for each module of the major topics, assigned readings and work to be completed. Specific assignments for each Module are posted on D2L in Content section, so be sure to consult D2L for all necessary details. Students will be notified of any changes in assignments.

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

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<th>Modules</th>
<th>Topics</th>
<th>Readings</th>
<th>On January 6</th>
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<td>Module 1</td>
<td>Overarching Theme:</td>
<td>Obtain the 2 required texts</td>
<td>+ Activity 1a</td>
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<tr>
<td>January 6-12</td>
<td>The Feeling of Inquiry + Activity 1ab: Getting to Know You</td>
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<td>+ Activity 1b</td>
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<td>+ Activity 2: Using your senses for inquiry</td>
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<td>By January 9</td>
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<td>+ Activity 3: Using your brain for systematic inquiry</td>
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<td>+ Activity 2</td>
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<td>+ Activity 4: Selecting a setting for your inquiry project</td>
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<td>+ Activity 3</td>
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<td>Module 3</td>
<td>January 20-26</td>
<td>Overarching Theme: Exploring Self as Qualitative Researcher</td>
<td>HI: chapters 1 &amp; 4</td>
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<td>+ Activity 1: respond to QR reading</td>
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<td>+ Activity 2: complete 2 exercises in HI</td>
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<td>+ Activity 3: self-assess openness to heuristic inquiry</td>
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<td>+ Activity 4: revise interest-based questions for focus project</td>
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<td>Module 4</td>
<td>January 27– February 2</td>
<td>Overarching Theme: Interviews as Primary Tool for Data Collection</td>
<td>QR: chapters 5 &amp; 6</td>
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<td>+ Activity 1: consider various interviewing approaches</td>
<td>Book chapter—Designing an Interview Study (see Content)</td>
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<td>+ Activity 2: consider right and wrong ways to conduct interviews</td>
<td>YouTube Video—Qualitative Interviewing (see content)</td>
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<td>+ Activity 3: respond to quotation/free-writing</td>
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<td>+ Activity 4: update Road Map Worksheet</td>
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<td>Module 5</td>
<td>February 3-9</td>
<td>Overarching Theme: Methods of Interview and Observation</td>
<td>QR: chapter 6, p. 141, pp. 144-145; chapter 7</td>
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<td>+ Activity 1: plan for</td>
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<td>Module 6</td>
<td>February 10 - 16</td>
<td>Overarching Theme: Conducting Research + Activity 1: conduct two observations + Activity 2: pilot test &amp; revise interview guide + Activity 3: update your Road Map Worksheet + Activity 4: update your Alignment Worksheet</td>
<td>QR: chapters 6 &amp; 7 Catch up on reading assignments</td>
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<td>Module 7</td>
<td>February 17 - 23</td>
<td>Overarching Theme: Analyzing Raw Data from Recorded Podcast Episodes + Activity 1: report on observational data + Activity 2: listen to assigned episodes, plus one of own choosing + Activity 3: in triads, identify themes from podcast data</td>
<td>HI: chapter 6 QR: chapter 8 Podcast Episodes (4) each 30 minutes</td>
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<td>Module 8</td>
<td>February 24-March 1</td>
<td>Overarching Theme: Analyzing Thematic Data &amp; Identifying Research Methodologies + Activity 1: compare podcast data themes</td>
<td>HI: chapter 2 QR: chapters 2 &amp; 3</td>
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| Module 9  | March 2-8 | Overarching Theme: Ethical Considerations  
+ Activity 1: connect your focus project with research methodologies (from module 8)  
+ Activity 2: describe elements of validity & reliability  
+ Activity 3: identify ethical issues re your focus project  
+ Activity 4: CITI Certification, as needed | HI: chapter 10  
QR: chapter 9 | By March 5  
+ Activity 1  
By March 8  
+ Activity 2  
+ Activity 3  
+ Activity 4 CITI certification |
|-----------|-----------|---------------------------------------------------------------|-------------------|
| Module 10 | March 9-15| Overarching Theme: Presenting Your Work for Feedback  
+ Activity 1ab: Poster Gallery Walk, with Feedback  
+ Activity 2: Self-reflections—perspectives on doing qualitative inquiry | Review readings as needed | By March 4  
+ Activity 1a  
By March 13  
+ Activity 1b  
+ Activity 2 |
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 (at least 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). My current qualitative inquiry activities include: interviewing vibrant women in their 70s, 80s and 90s for my Podcast, Women Over 70: Aging Reimagined (with a MAAPS alumna); interviewing women for a co-authored book on integrative health for women on the other side of menopause; interviewing practitioners for a book on practical applications of brain science to training and professional development in various settings.

Some of you may know me. I was a full-time faculty member in SNL for 36 years; upon retirement in July 2019, I have 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 as its first director and continuously as faculty mentor. I was founding 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 (A Sampling)

Literature Reviews


Qualitative Design


**Action Research**


**Case Study**


**Ethnography**


**Feminist**


**Grounded Theory**


**Narrative**


**Participant Observation**


**Phenomenology**


**DATA COLLECTION**

**Data Mining**


**Focus Groups**


**Interviews**


**Data Analysis**


**Other**