

Instructor Notes:

This project is designed for a single course that introduces the student to key issues and components of qualitative inquiry. Students complete the first stage in the first half of the semester, as practical exercises for the relevant readings. The data collection and analysis does not start until after midpoint. At that point in course, 80% of class time is spent working on various aspects of project. The only reading sessions we have after starting this project are, rigor in qualitative inquiry, writing as inquiry, and alternative forms of representation.

I found the different experiences in data collection for students working at the same location produced excellent, detailed conversations about researcher location and influence. This continued through conversations about analysis, as different students emphasized different aspects of the same data. These conversations came up sooner, were more detailed and revisited more often in this project than previous projects where each person worked on their own report separately.

All total this project is worth 80 points, broken down thus:

- 40 points for group research report
- 20 points personal assessment and reflection

Group Research Report (40pts)

This project is designed to give you experience in working with common forms of qualitative data collection and analysis. This project is broken up into roughly four stages.

1. In stage one, you will work as a team to create an appropriate (a) informed consent form, (b) interview script, and (c) participant observations script. Once these are cleared by me and posted online, you will be able to proceed to stage two.
2. In stage two you will (a) conduct and transcribe at least one interview and (b) conduct and write-up at least one participant observations session. You will gain some experience with these methods of data collection through class exercises. You may conduct more than one interview or observation session, but you will pick only one for further analysis. You will submit your completed transcription and observation notes to me and I will post them online so that all classmates have access. As data becomes available, you will proceed to stage three.
3. In stage three, you will individually conduct a thematic analysis of all interviews OR participant observation notes (these will be divided evenly within the team). You will gain some experience with these methods of data analysis through class exercises. During this process, you will need to arrange a method for maintaining an updated set of codes that are applied by all members of the team. Throughout this process you will need to reflect both individually and as a group on your experiences in each stage of this process (including state four below). When you have completed your analysis, you will move to stage four.
4. In stage four, you will write-up the report, complete with research questions, methods, data analysis and interpretation. Here you will need to work as a team to select which analysis you will include in the report and weave them together to present your constructed answer to the research question you posed as a class

Throughout the semester we will have class sessions where we will work as a group to complete each stage.

Your research site for this semester is the [diversity focused group or service on campus].

This rubric must be cut and pasted to the front of the report. Only one report should be submitted for the entire class.

<i>Criteria for Grading</i>	<i>Points Possible</i>	<i>Points Earned</i>
Introduction Provide a “road map” of the structure of your paper	1.5	
Methods Statement (what did you do?)		
The Researchers	1	
Participants/Location	1	
Data Collection		
Interview		
• Protocol and the actual process	2	
• [number of students in course] high quality, appropriately transcribed interviews (30-60 minutes)	2	
Participant Observation		
• Protocol and the actual process	2	
• [number of students in course] high quality, sets of both condensed and expanded field notes (1-hour observation)	2	
Data Analysis: Thematic		
• Protocol and the actual process	2	
• Table of all codes, with detailed description and history of development	2	
Each section must include:		
• Reference to scholars in the methodological literature		
• Transparent process – ample information to follow your entire process		
• Critical consideration of how the research process was shaped by student’s various perspectives and experiences		
○ Hint – use information in reflexivity journals		

Findings: Data Presentation (what did you find out?): Themes		
Provides answers to insightful data complication questions	1.5	
Incorporates information from both interviews and participant observation	1.5	
Well supported by data excerpts	2	
Connections between data and themes clearly explained	2	
Themes Clearly connected together	1.5	
Results should: <ul style="list-style-type: none"> • Focus on producing emic understandings • Presents heterogeneity of experiences, attitudes, etc. 		
Findings: Interpretation (so what does it mean?)		
Produces an insightful answer to the guiding research question(s)	1.5	
Incorporates information from both methods of data collection and analysis	1.5	
Presents an emic understanding	2.5	
Clearly connected with results	2.5	
Critical consideration of how the research process was shaped by student's various perspectives and experiences <ul style="list-style-type: none"> ○ Hint – use information in reflexivity journals 	2	
Quality of Writing		
Relevant APA format	1.5	
Flows	1.5	
Well organized	1.5	
Correct spelling, grammar, punctuation, sentence structure, etc.	1.5	
Total Points	40	

Personal Assessment & Reflection (20)

You will also complete a personal reflection on the research processes of the group report. This personal and confidential self reflection will allow you to share insights, observations, etc. that

you may not feel comfortable sharing with the group due to discomfort with disclosing, efforts to minimize conflict, etc. This rubric must be attached to your personal reflection addressing the points specified below.

<i>Criteria for Grading</i>	<i>Points Possible</i>	<i>Points Earned</i>
Quality of Data Collection		
Transcribed interview	2.5	
Participation observation notes	2.5	
Quality of Data Analysis		
Contributions to coding	3	
Reflection on the Process		
What did you learn about the strengths and limitations of each method of data collection and analysis?	4	
What did you learn about the research process in general?	4	
What did you learn about yourself as a researcher? How might this shape future research you conduct?	4	
Criteria: Depth of reflection Specification of points of learning Clear connections with specific experiences and examples Clearly connected with relevant readings		
Total Points	20	

Developed by Dr. Heather Adams