

**BROCK UNIVERSITY - DEPARTMENT OF CHILD AND YOUTH STUDIES**  
**CHYS 3P10 - QUALITATIVE RESEARCH METHODS IN CHILD AND**  
**YOUTH STUDIES**

**Instructor:** Associate Professor Richard C. Mitchell, Ph.D.  
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**Lectures:** Fridays 12:00 p.m. to 2:00 p.m. from Sept. 5<sup>th</sup> to Nov. 28<sup>th</sup>  
**Location:** AS 203  
**Office Hours:** Tuesdays 11:00 a.m. until 12:00 p.m. or by appointment  
**Instructor's In-Person Seminar #1:** Tuesdays (starts Sept. 9th) 10:00 a.m. to 11:00 a.m. MCD 404

**COURSE DESCRIPTION:**

Welcome to this core CHYS course aimed at maximizing the student-centred component of *self-directed learning* through a 'hybridized' combination of Online and In-person Seminars, and your review of online Lecture materials before, during and after course delivery. Framed by a transdisciplinary approach, the course draws upon contemporary theories of childhood that will allow students to consider how these might shape and inform the design of any of Creswell's five qualitative research methodologies. Brock's Sakai system has been activated for the course and includes links to our Syllabus, internet resources, access to Seminar questions and discussions, and your grades. There is a PDF of Mitchell (2011) - an additional qualitative Course Reading (under the *Resources* link on Sakai) - that will unpack some of my own methodological, philosophical and theoretical assumptions.

**INSTRUCTOR'S TEACHING AND LEARNING PHILOSOPHY:**

I have taken inspiration from critical educators such as Paulo Freire, bell hooks, Peter McLaren, Shirley Steinberg, Joe Kincheloe and Henry Giroux, among others. As a result of a deep reading of these public intellectuals, and my two previous decades as a child and youth professional in British Columbia, I've adopted a transdisciplinary approach to shaping our Lecture materials and your assignments. This way of understanding the new 'discipline' of international child and youth studies also aids in understanding qualitative research as investigations of institutional *power* in teaching, learning, and professional contexts. This transdisciplinary approach is also a dimension of *critical social pedagogy* which

...signals how questions of audience, voice, power, and evaluation actively work to construct particular relations between teachers and students, institutions and society, and classrooms and communities.... Pedagogy in the critical sense illuminates the relationship among knowledge, authority, and power (Giroux, 1994: 30, *Disturbing pleasures: Learning popular culture*. New York/Routledge).

This is the central philosophical premise of our course and focuses our attention upon how, and in whose interests, new research knowledge about young people is being produced and passed on to students. At the same time, this approach assumes that the ideal aims of all forms of education are both emancipatory and linked with social action. This type of education aims to actively involve whole communities in transforming oppression within individual lives, within broader social and political networks, and the natural environments to which we belong.

### **COURSE OBJECTIVES:**

1. To understand through comparison and analysis Creswell's *five qualitative methodologies*, and contemporary underlying theories, ideologies and procedures, through which qualitative researchers carry out academic studies with and for children and young people.
2. To think *critically* about 'childhood', 'youth' and 'adolescence' with regard to age and stage, poverty, gender, ethnicity, ability and sexuality, and how each of these may intersect to 'produce' qualitative research and new knowledge.
3. To begin an *appreciation of transdisciplinarity* and how this thinking shapes and impacts Creswell's five methodologies for conducting qualitative research.

These objectives are wholly congruent with the *Ontario Council of Academic Vice-Presidents' Undergraduate Degree Level Expectations* (Please visit and read [http://www.brocku.ca/webfm\\_send/16941](http://www.brocku.ca/webfm_send/16941)). \*\*\***Also please note:** While marks will be awarded only during the five In-Person Seminars, your attendance during Lectures is directly related to your capacity to do well on your mid-term, to engage meaningfully in our online discussions and Seminar presentations, and to complete your final assignments successfully.

### **CREATING A RESPECTFUL LEARNING ENVIRONMENT**

This is a *cell phone-free classroom* so please turn your cell phone off at the beginning of each Lecture and seminar. In addition, accessing social media while in class is strongly discouraged unless directly related to the assigned readings and discussions at hand. The University has a variety of supportive individuals and services that you can access during the academic year so please avail yourself of these excellent sources of academic, social and spiritual support. One final note, during evaluation there will be ***no use of computerized software for the detection of plagiarized material*** within your written assignment.

### **REQUIRED COURSE TEXT AND READING**

John W. Creswell (2013) *Qualitative Inquiry & Research Design – 3<sup>rd</sup> Edition – Choosing Among Five Approaches* by Sage Publications: Thousand Oaks, London and New Delhi, available at Brock Bookstore. There is an additional required

reading under *Resources* on our Sakai site that will aid in your understanding of my own philosophical and methodological concerns in qualitative research:

1. R. C. Mitchell (2011) “Sustaining Change on a Canadian Campus: Preparing Brock University for a Campus Sustainability Audit”, *International Journal of Sustainability in Higher Education*, 12(1): 7-21.

### **COURSE EVALUATION AND ASSIGNMENTS:**

<b>1) Online Seminars</b>	<b>(5 x 3 marks)</b>	<b>15%</b>
<b>2) In-person Seminar Presentations</b>		<b>20%</b>
<b>3) In-person Seminar Attendance</b>	<b>(5 x 1 mark)</b>	<b>5%</b>
<b>3) Mid Term Exam</b>		<b>30%</b>
<b>4) Qualitative Research Proposal Final Assignment</b>		<b>30%</b>

#### **1) ONLINE SEMINARS (5 x 3 marks) 15%**

Seminars for this course are offered through a ‘hybridized’ format with the Online component taking place during alternate weeks to your In-person Seminars throughout the course. The five **Online Seminars** are to be accessed at your own convenience beginning **in Week Three after Lecture**. The five Online Seminars will be open for participation from 7:00 a.m. on Lecture day until 7:00 a.m. three days later **only**. Discussions will be closed after these hours on each occasion to allow for marking and this precludes late entries. If this period is missed you have no opportunity to make up these marks so please follow these directions closely. Students may earn a total of 3 marks per seminar - one mark for participation and comprehension of all aspects of the question, and a further 2 marks for your integration of course readings, lecture materials, and outside class resources. Questions will be posted on Sakai once each Online Seminar day begins, you may respond at your own convenience any time during the 72 hours, and your participation in these online discussions is a *required component for the course*. The following rubric will guide you, and dictate how marks will be awarded:

- Be respectful of the ABC’s of constructive dialogue by being **articulate, brief** and **centred** on the topic.
- Be certain to include in your responses **all aspects of the question** for that day.
- Be certain to draw upon **all lecture material and discussions**, the text and the additional readings within and beyond the course for evidence or citations that support your position and/or challenge another’s.

#### **2) IN-PERSON SEMINAR PRESENTATIONS 20%**

Beginning in Week Two (Sept. 8<sup>th</sup> – 12<sup>th</sup>), students will be teamed with at least two other peers in preparation for five **In-person Seminar Presentations** taking

place during alternative weeks to your Online Seminars which will address the following questions as a guide to the content of their collaboration (**4 marks each**):

1. Define/describe **one of Creswell's five qualitative methodologies** that is the focus of this presentation.
2. Who are/were the main contributors to this tradition?
3. What methods (or procedures) are most often associated with this tradition?
4. What discipline(s) are most often associated with use of this tradition?

A 1-pg Handout of the presentation for your peers and your Instructors is also required (and will be awarded an additional 4 marks), will include **at least 5** academic references from beyond the course and is to be documented using APA referencing and formatting style. The class text and/or any of the authors Creswell cites may act as **one** of the references only. The Handout will range from 250-500 words in length. Your **attendance during these five In-Person Presentations will be recorded and counts as 5% towards your final mark** in the course.

**ONLINE AND IN-PERSON SEMINARS ARE ALSO CONGRUENT WITH ONTARIO'S UNDERGRADUATE DEGREE LEVEL EXPECTATIONS TO FACILITATE THESE TRANSFERABLE SKILLS:**

1. **Scholarly Skills** including critical thinking and analytical skills, problem solving, creativity, research skills, library and IT skills, literacy skills.
2. **Communication Skills** includes development of lines of argument and reasoning based upon current knowledge, and written and group work.
3. **Self-Management Skills** includes time management, study skills, organization, and working towards deadlines.
4. **Interpersonal Skills** including any group work, leadership, and respectful listening and sensitivity towards peers.

**3) MID TERM EXAM: 30%**

The Exam will take place during Week 6 Lecture period (Oct. 10<sup>th</sup>), and is your opportunity to demonstrate that you have attended class and completed all required readings during the first five Lectures of the course in order to gain a nuanced understanding of each week's qualitative research topics. During Lecture time, you will be given 30 questions and each will be directly related to our Lecture materials and text readings with one short answer question drawn from our additional Course Reading (Mitchell, 2011). All questions will be straightforward, drawn from issues discussed in Lecture and Seminars, and all will be **EASY** if you attended all Lectures and actively participated in both Online and In-person Seminars, and have read and reviewed each day's required readings.

#### **4) QUALITATIVE RESEARCH PROPOSAL PAPER:**

**30%**

The purpose of your 8-10-page Research Proposal is to demonstrate that you can explain and justify a qualitative study on your chosen topic to an audience of non-experts. A proposal is shaped by your statement of purpose (the Aim of your research) for your proposed qualitative study (see Creswell p. 130; also Maxwell, 1996 *Qualitative Research Design: an Interactive Approach*, Sage Publications - Thousand Oaks, pp. 99-115) as well as additional online links noted in Week 12.

**\*\*\*To be submitted electronically in our 3P10 Sakai site or hardcopy in my CHYS hallway dropbox on or before Dec 5th @ 12:00 p.m.** Marks will be awarded as follows:

1. (10 Marks) Title Page, Abstract, Introduction & Research Question, including clear description of sub-sections for presentation of this assignment, work submitted on time and as described here. Overall clarity of expression and organization of the proposal with accuracy, spelling, grammar, punctuation and *coherence* gaining marks here. Accuracy of the reference list is included, and as noted below, you should reference *15 original sources* of information from beyond the course by utilizing the American Psychological Association referencing style.
2. (10 Marks) Statement of purpose (or the Aim of your proposal) contextualized in a literature review with a *minimum of 15 citations* other than our text. A theoretical framework for your proposal is important here along with demonstrated evidence of thorough reading and your use of current literature as well as evidence of clear comprehension of your subject area and research issue.
3. (5 Marks) Clear, coherent and concise explanation of your chosen methodology, your plan to access participants, the various types of data you are looking for, and the methods you plan to use to collect these forms of data. You must also demonstrate evidence of extra reading from beyond the course to support your comprehension of one of Creswell's five Qualitative Research Traditions that is the focus of your proposal, and discuss any ethical concerns and/or your plans to provide for an ethical approach to your study.
4. (5 Marks) Data analysis and procedures for making meaning from your data, that is, *the process you will take* to elicit your qualitative themes or 'findings', the strengths and limitations of your study, and a review of your final reflections /concluding statements (note this is not a place to hypothesize, speculate or predict **anything whatsoever** about any possible findings). Attention to the purpose of your study with a sense of completeness to the steps you have outlined and the sections in your proposal are key to earning these marks.

Papers must be submitted in one of my two CHYS drop-boxes [hardcopy or electronic] no later than 12:00 p.m. on the due date.

As well as the above guidelines, content of your *Qualitative Research Proposal Papers* will be evaluated using the following dimensions:

1. **Theoretical understanding** of the topic that incorporates course material with depth of thought as well as creativity.
2. **Insight and analysis** of topic demonstrating a comprehensive exploration and critical reflection.
3. **Integration of learning** - applied professionally and/or personally - with use of relevant examples.
4. **Clarity of writing** demonstrating focus, development of ideas, format and organization, consistency, coherence and completeness.

*Students aiming for an “A” on their proposals will have documentation of all original information sources and use of APA referencing style using at least 15 or more citations - not including our text. (See Brock Library for assistance if unfamiliar with APA).*

The following grid will guide you to percentages awarded for your written work:

<b>F 0-49</b>	<b>D 50-59</b>	<b>C 60-69</b>	<b>B 70-79</b>	<b>A 80-100</b>
Minimum requirements for completeness, accuracy, and understanding are not demonstrated	Minimum requirements are demonstrated however the completeness of the assignment is barely satisfied along with insufficient accuracy and comprehension	Adequate quality of work /comprehension of topic with some inaccuracy of ideas or incomplete analysis	Work is complete, accurate, shows comprehensive knowledge. Analysis is demonstrated as well as some integration of learning	Excellent standard of completeness, comprehension accurate, critical analysis and integration of ideas demonstrates originality

**LATE PAPER POLICY:** Final papers may be submitted after the due date only for medical concerns that are supported with a physician’s signature, and will otherwise be penalized 10% of the total mark for that assignment *per day*.  
**WITHOUT A DOCTOR’S NOTE EXTENSIONS FOR FINAL RESEARCH PROPOSALS ARE NOT POSSIBLE.**

**COURSE SCHEDULE:**

- **Sept. 5<sup>th</sup> Introductory Lecture** - Introduction to Instructor’s teaching and learning philosophy, review of Syllabus and some philosophical assumptions in qualitative research; overview and structure of the course.
- **No Seminars will be held this week.**
- **Sept. 12<sup>th</sup> Week Two Lecture: Philosophical Assumptions and Interpretive/Theoretical Frameworks (Creswell pp. 1-41).**
- **In-person Seminars begin this week with discussion** of additional Required Reading (under *Resources* link on Sakai) - R.C. Mitchell (2011) “Sustaining

Change on a Canadian Campus: Preparing Brock University for a Sustainability Audit”, *Int. Journal of Sustainability in Higher Education*: 7-21; and *scheduling of groups for x5 In-Person Seminar Presentations* and any remaining questions re: Course Syllabus.

- **Sept. 19<sup>th</sup> Week Three Lecture: Designing a Qualitative Study: Crafting the Research Plan (Creswell pp. 42-68)**
- ***Online Seminar Discussions begin this week:*** Reflecting on Question # 1 (and additional Course Reading by Mitchell, 2011).
- **Sept. 26<sup>th</sup> Week Four Lecture: Five Qualitative Approaches to Inquiry Lecture I (Creswell pp. 69-128)**
- ***In-person Seminars: Presentation #1 Narrative Methodologies.***
- **Oct. 3<sup>rd</sup> Week Five: Five Qualitative Approaches to Inquiry Lecture II (Continued Creswell pp. 69-128)**
- ***Online Seminar Discussions:*** Reflecting on Question # 2.
- **Oct. 10<sup>th</sup> Mid-Term Exam (during Lecture hours)**
- ***In-person Seminars: Presentation #2 Phenomenological Methodologies.***
- **Oct. 13<sup>th</sup> - Oct. 17<sup>th</sup> *Fall Reading Week \*\*\*No Seminars\*\*\* this week.***
- **Oct. 24<sup>th</sup> Week Seven Lecture: Introducing and Focusing Your Study (Creswell pp. 129-144)**
- ***Online Seminar Discussions:*** Reflecting on Question #3.
- **Oct. 31<sup>st</sup> Week Eight Lecture: Data Collection (Creswell pp. 145-178)**
- ***In-Person Seminars Presentation #3 Grounded Theory Methodologies.***
- **Nov. 7<sup>th</sup> Week Nine Lecture: Data Analysis and Representation (Creswell pp. 179-212)**
- ***Online Seminar Discussions:*** Reflecting on Question #4.
- **Nov. 14<sup>th</sup> Week Ten Lecture: Writing up a Qualitative Study [and your *Final Proposal*] (Creswell pp. 213-242)**
- ***In-person Seminars: Presentation #4 Ethnographic Methodologies.***
- **Nov. 21<sup>st</sup> Week Eleven Lecture: Creswell’s “Turning the Story” and Conclusions (Creswell pp. 269-416 including Appendices)**
- ***Online Seminar Discussion (final one):*** Reflecting on Question #5.
- **Nov. 28<sup>th</sup> Week Twelve Lecture: Conclusions and Discussion of Final Assignment**
- ***Final In-Person Seminars Presentation #5 Case Study Methodologies***

- Two examples of Qualitative Research Proposals for your review may be accessed using these links *before* consulting with your TA/Instructor:
- [http://www.meaning.ca/archives/archive/art\\_how\\_to\\_write\\_P\\_Wong.htm](http://www.meaning.ca/archives/archive/art_how_to_write_P_Wong.htm)
- <http://www.sfu.ca/content/dam/sfu/internationalstudies/documents/graduate/Research%20proposal%20CheckList.pdf>

**\*\*\*Final Assignments due hard copy in the CHYS hallway dropbox, or electronically in the Sakai dropbox, on or before Dec. 5<sup>th</sup> @ 12:00 p.m.**

**Department of Child and Youth Studies  
Important Academic Announcements - Please Review!**

***Course Withdrawal Without Academic Penalty:***

The deadlines for withdrawal from courses without academic penalty are as follows:

- D2 (September to December): November 6, 2014
- D1 (September to April): January 16, 2015
- D3 (January to April): March 6, 2015

The instructor will communicate to students a minimum of 15% of the final course grade no later than the week prior to the applicable deadline. In cases where, due to the nature of the course, this requirement cannot be met, the instructor shall inform students in the course syllabus.

***Academic Misconduct:***

Because academic integrity is vital to the well-being of the university community, Brock University takes academic misconduct very seriously. Academic misconduct includes plagiarism, which involves presenting the words and ideas of another person as if they were your own, and other forms of cheating, such as using crib notes during a test or fabricating data for a lab assignment. The penalties for academic misconduct can be very severe. A grade of zero may be given for the assignment or even for the course, and a second offence may result in suspension from the University. Students are urged to read the section of the Brock University Undergraduate Calendar that pertains to academic misconduct. Students are also reminded that the Student Development Centre (Schmon Tower, Room 400) offers free workshops on writing and study skills and on avoiding plagiarism.

***Phrase Matching Software (i.e., Turnitin.com):***

Instructors may take advantage of a number of different phrase matching software programs to assist them in the detection of plagiarism during the course of evaluating essays, assignments and other work that is required for a given course. However, if an instructor has decided to employ such systems, students must be informed in writing at the beginning of the course.



***Respectful Work and Learning Environment Policy:***

Brock University's "Respectful Work and Learning Environment Policy" applies to all students, course participants, staff, faculty and volunteers of Brock University. The purpose of this policy is:

- Develop and support a work and learning culture that values diversity and inclusion, fosters respect, and does not tolerate prejudice, discrimination, harassment and/or bullying;
- Outline rights, responsibilities and types of behaviour which fall within the scope of this policy;
- Make provision for support services, including training and awareness initiatives, to promote a respectful work and learning environment; and
- Outline procedures for handling and resolving complaints when this policy is breached by discrimination, harassment and/or bullying.

The policy may be viewed at <http://www.brocku.ca/secretariat/admin/>.

***Personal Safety:***

For those in evening classes, BUSU offers a "foot patrol" to safely escort students to their vehicles. Call extension 4700 to request assistance.

The Brock Student Sexual Violence Support Centre supports and advocates for people who have experienced sexual violence. A full list of services can be found at [www.ASaferbrock.org](http://www.ASaferbrock.org) . If you or a friend need support or have questions text 289-990-SAFE(7233). All services are 24/hr, anonymous, confidential, and free.