

**UNIVERSIDAD PONTIFICIA BOLIVARIANA
SCHOOL OF EDUCATION AND PEDAGOGY
GRADUATE SPECIALIZATION IN ELT**

Research Practicum
Raúl Alberto Mora, Ph.D. – Instructor
raul.mora@upb.edu.co

Schedule:
Fridays, 18:00 to 22:00
Saturdays: 08:00 to 13:00
Room 9-507

Attention to Students:
By Appointment Only

Course Overview

This is the second part of the research component in the graduate program. If *Foundations of Qualitative Inquiry* aimed to offer students a conceptual basis to build their research proposals for their degree projects, *Research Practicum* will engage in the more practical aspects of research design. The course will feature both conceptual readings from renowned scholars in qualitative inquiry and discussions about conducting research, as well as some hands-on exercises to learn how to create and use data collection instruments in the field.

As was the case during the first course, students are encouraged to continue sharing their different experiences as researchers, as part of that individual and collective journey in their evolution of their research practice.

Course Objectives

1. To practice basic elements of research design in qualitative inquiry.
2. To recognize the key elements of data collection and analysis within a qualitative study.
3. To understand the structure and organization of a good research proposal.

Assignments

This course will have three main assignments, as follows (Note: Look at schedule for due dates for each assignment):

Data collection practicum. You will engage in a short exercise of data collection as part of the course. To do this exercise, we will visit *Museo de Antioquia*. At the museum, you will take field notes and then write a reflective piece (500-1000 words) about the different issues, problems, and achievements you faced in the process. (30% of the grade).

Research Proposal. At the end of the course, you will submit a research proposal (3000-4000 words) with all the components as presented in *Foundations* and *Practicum*, as a first step toward conducting your degree project. (40% of grade)

Forums. Given the hybrid nature of this seminar, having forums for discussion is an important part of the discussion. I will post 4 forum topics related to reading and writing, one on Sundays and one on Wednesdays. Your job is to go to the comments section of each blog entry and respond at least twice. I will use the ideas in the forums as one part of the class discussions during the on-site segment. (30% of the grade)

Expectations

Classwork. I expect all students to be on time every week. If, for some reason, you cannot be in class, please notify me as soon as possible. Make sure to talk to either your other classmates or me to make up for the work. No assignments will be accepted after the due date without a proper excuse. The deadlines are set well in advance so check your personal or work schedules to ensure there are no conflicts. If you foresee a conflict, talk to me immediately so we can make proper arrangements. All work is to be submitted electronically via e-mail at raul.mora@upb.edu.co. In order to ensure I can reply to you promptly, please include the letters RP in the subject line of any messages you send me, whether questions or assignments.

Participation. Since all students in this class are teachers and this is a graduate-level course, I expect a high degree of professionalism and ethical behavior from all of you. I expect all of you to be prepared to participate in every class. This includes reading the assigned readings and documents and bringing all required resources at all times. All of you should be prepared to raise questions and issues as the result of your reading and the interactions with your instructor and each other. If you disagree with any ideas in class, feel free to say so in a proper fashion. To me, the classroom is a community of

learners and scholars. Respectful interactions are important for the success of the academic exercises in which we will engage.

Methodology. Students will engage in class work for 4 hours on Friday and 5 hours on Saturday. In addition, you might need at least another 4 hours a week to work on the readings and assignments for the course on your own.

Ethical guidelines. All assignments are to be original work. As a scholar, I abide by the highest standards of academic integrity, including strong stances against cheating and plagiarism. Guidelines against cheating and plagiarism in this course will follow any internal guidelines that UPB has set in place for academic integrity, as well as existing Colombian copyright legislation, such as Ley 23 de 1986, specifically Article 31 (<http://www.cerlalc.org/documentos/colo23.htm>) and Ley 1032 de 2006 (http://www.unal.edu.co/dib/cip/pi_ley_1032_2006.html). Please make sure to get yourselves acquainted with these laws.

Resources

For this iteration of the course, we will go fully online. You will post all of your assignments on the course blog (<http://eltspecresearch2014.wordpress.com/>). In addition, you will find all the necessary readings and handouts in a designated Dropbox folder. It is your duty to ensure you can access the site and resources by contacting me so that I can add your e-mail accounts. In addition to online resources, you are supposed to have a notebook/journal with you at all times. We will do extensive note-taking during the course.

Technology

If you happen to have a laptop or tablet you can bring it to class as well (I suggest against phablets¹ or smartphones/iPhones, as reading these files from their screens can be a bit cumbersome at times). It is advisable to download the readings to your hard drives before the class. I am all about saving the trees, so I encourage you to go digital whenever possible. In the extreme case that you should need to print the readings, please do so on both sides of the sheet, print 2 pages per side of the sheet, or use scrap paper. Regarding the use of cell phones and smartphones, I kindly ask you to avoid using your phones/smartphones/iPhones/phablets as much as possible. We only meet for 9 hours in our allotted weekends, so unless we are talking about life-or-death situations in your lives (which may happen), I expect not to see any communication devices in your hands.

¹ Phablet: a portmanteau of the words Phone + Tablet

Communication Etiquette

Learning how to communicate in writing is an important and necessary skill that all academics must develop in order to network effectively with other professionals. In many cases, a well-crafted e-mail is the difference between receiving a reply from faculty and researchers in other institutions and having your message deleted right away. Check the following websites with information about e-mail etiquette, and please keep these rules in mind for any and all academic communications, within this class and beyond:

- <http://owl.english.purdue.edu/owl/resource/636/01/>
- <http://thermaltoy.wordpress.com/2013/01/26/dr-who-or-professor-who-on-academic-email-etiquette/>
- <http://www.usm.edu/chemistry-biochemistry/e-mail-etiquette-adapted-academia>
- <http://web.cn.edu/kwheeler/documents/Academic%20Etiquette.pdf>
- <http://akiraconnor.org/2011/11/03/e-mail-etiquette-how-to-make-contact-with-academics/>
- <http://science.kennesaw.edu/~hmattord/email.htm>
- <http://www.101emailtippstips.com/>
- <http://office.microsoft.com/en-us/outlook-help/12-tips-for-better-e-mail-etiquette-HA001205410.aspx>
- <http://www.emailreplies.com/>

Class Schedule

Week	Topics	Assigned Readings (all available on Moodle site)
1-3	The Research Proposal (Overarching topic for the course)	<p>Lodico, et al. (2010), Chapter 15 Mora, Castaño, Gómez, & Pulgarín (2013) Mora, Castaño, Gómez, Giraldo, Pulgarín, Mejía-Vélez, & Ramírez (2013) Silverman & Marvasti (2008), Chapter 10</p> <p>NOTE: You will use these readings as reference while working on your proposal.</p>
1 Friday, June 6	<p>Returning to the Problem</p> <ul style="list-style-type: none"> • Statement of the problem, redux • Conceptual Framework • Literature Review 	<p>Ely, et al. (1997), pp. 227-231 Taylor & Procter (n.d.) Yin (2011), pp. 61-65 Yin (2011), pp. 93-96 Randolph (2009)</p>
1 Saturday, June 7	<p>Data collection procedures (discussions and practical demonstrations)</p> <ul style="list-style-type: none"> • Fieldwork • Observations • Field Notes • Interviews • Artifacts 	<p>Lankshear & Knobel (2004), Chapter 9 Maykut & Morehouse (1994), Chapter 7 Yin (2011), Chapter 7 Blommaert & Jie (2010), pp. 29-42</p>
Before Week 2	Forum #1 Due	
2 Friday, June 13	<p>Data analysis I: Conceptual considerations</p> <ul style="list-style-type: none"> • Categories vs. Grounded Theory • Coding and data reduction • The idea of “triangulation” and <i>polyangulation</i> • Member-checking • Writing narratives 	<p>Ely, et al. (1997), pp 176-179 Maykut & Morehouse (1994), Chapter 9 Mertler (2013), p. 12 Stake (2010), Chapters 7 and 10 Yin (2011), pp. 78-82 & 176-179 Okely (1994)</p>
2 Saturday, June 14	<p>Data Collection Practicum: VISIT TO MUSEO DE ANTIOQUIA (10:00 am to 2:00 pm)</p>	<p>Vallance (2007) Mora (2013)</p>

Before Week 3	Forum #2 Due	
3 Friday, June 20	Data analysis II: Follow-up on Data Collection Practicum	Ely, et al. (1997), pp 176-179 Maykut & Morehouse (1994), Chapter 9 Stake (2010), Chapters 7 and 10 Yin (2011), pp. 78-82 & 176-179 Okely (1994)
3 Saturday, June 21	Other elements of research design: <ul style="list-style-type: none"> • Limitations • Role of the researcher • Proposed timeline • Trustworthiness • Ethics and consent 	Yin (2011), pp. 19-21 Ely, et al. (1997), pp. 369-376 Mills, et al, (2010), pp. 336-344.
	Writing up your research study: <ul style="list-style-type: none"> • Research proposal (II) • Degree projects • Presentations and publications 	Hatch (2002), pp. 238-244 Lodico, et al. (2010), Chapter 15 Mora, et al. (2013b) Silverman & Marvasti (2008), Chapter 10 FOLLOW-UP READINGS Bell (2005), Chapter 13 Casanave (2009) Mora, et al., (2013a)
Monday, June 23	Data Collection Practicum Due	
Monday, July 7	RESEARCH PROPOSAL DUE	

References

- Bell, J. (2005). *Doing your research project: A guide for first-time researchers in education, health and social science (4th Ed.)*. New York, NY: McGraw-Hill.
- Blommaert, J. & Jie, D. (2010). *Ethnographic fieldwork: A beginner's guide*. Bristol, UK: Multilingual Matters.
- Casanave, C. P. (2009). Case study. In J. Heigham, & R. A. Croker (Eds.). *Qualitative research in applied linguistics: A practical introduction (pp. 288-322)*. New York, NY: Palgrave Macmillan.
- Ely, M., Vinz, R., Downing, M., & Anzul, M. (1997). *On writing qualitative research: living by words*. London, UK: The Falmer Press.
- Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany, NY: State University of New York Press.
- Lankshear, C. & Knobel, M. (2004). *A handbook for teacher research: From design to implementation*. New York, NY: Open University Press.
- Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in educational research: From theory to practice (2nd Ed.)*. San Francisco, CA: Josey-Bass.
- Mills, A. J., Eurepos, G., & Wiebe, E. (Eds)(2010). *Encyclopedia of case study research*. Thousand Oaks, CA: Sage.
- Mora, R. A. (2013, May). *Looking at museums as a pedagogical option for research education*. Paper presented at the Ninth International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign.
- Mora, R. A., Castaño, M., Gómez, N., & Pulgarín, C. (2013a, May). *A conceptual framework to study English literacies in Medellín's urban spaces: the city as literacy*. Paper presented at the Ninth International Congress of Qualitative Inquiry, University of Illinois at Urbana-Champaign.
- Mora, R. A., Castaño, M., Gómez, N., Giraldo, C., Pulgarín, C., Mejía-Vélez, M. C., & Ramírez, N. (2013b). *English literacy practices in the urbs of "Medellín city": Research proposal summary*. Unpublished Manuscript, Universidad Pontificia Bolivariana, Medellín.
- Okely, J. (1994). Thinking through fieldwork. In A. Bryman & R. G. Burgess (Eds.), *Analyzing qualitative data (pp. 18-34)*. London, UK: Routledge.
- Randolph, J. J. (2009, June). A guide to writing the dissertation literature review. *Practical Assessment, Research & Evaluation, 14*(13), pp. 1-13
- Silverman, D. & Marvasti, A. (2008). *Doing qualitative research: A comprehensive guide*. Thousand Oaks, CA: Sage.
- Stake, R. E. (2010). *Qualitative research: Studying how things work*. New York, NY: The Guilford Press.
- Taylor, D. & Procter, M. (n.d.) *The literature review: A few tips on conducting it*. Retrieved from <http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review>

- Vallance, E. (2007). Museums, cultural centers, and what we don't know. In L. Bresler (Ed.), *International Handbook of Research in Arts Education* (pp. 673-678). Dordrecht, The Netherlands: Springer.
- Walford, G. (2001). *Doing qualitative educational research: A personal guide to the research process*. New York: NY: Continuum.
- Yin, R. K. (2011). *Qualitative research: From start to finish*. New York, NY: The Guilford Press.